

READING

CROSS ASH PRIMARY SCHOOL





Bug Club

Each child will have their **own reading folder** containing a reading record and a reading book of their own.

How often this will be changed depends on their reading stage. For example KS2 books will take much longer to read.

Children will be able to choose their own reading book from within a book band colour.

They will also have access online to an E-library via Bug Club on a site called ActiveLearn.

Teachers will decide through ongoing assessments in class when a child is ready to move onto the next book band colour.



What do Book Band levels mean?

Please take note of

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour. The chart below gives an indication of the range of Book Band levels at which most children will be reading as they progress through primary school.


The chart shows the progress of an 'average' band of children- but no individual child is 'average', so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while. The periods where you don't see rapid progress may be worrying, especially after a 'growth spurt', but they are important as your child develops confidence in using and applying their newly acquired skills.

If you are ever worried about your child's progress, talk to their teacher.

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac							
Pink							
Red							
Yellow							
Blue							
Green							
Orange							
Turquoise							
Purple							
Gold							
White							
Lime							
Brown							
Grey							
Blue (KS2)							
Red (KS2)							

Lilac level
 Pink level
 Red level
 Yellow level
 Blue level
 Green level
 Orange level
 Turquoise level
 Purple level
 Gold level
 White level
 Lime level
 Brown level
 Grey level
 Blue level
 Red level

Each child will have their own personalised login card to access e-books online:




Bug Club Reading – www.activelearnprimary.co.uk

Username: abcdabcd02

Password: CrossAsh

School code: ss7s



Username:

First 4 letters of forename

First 4 letters of surname

02

e.g.

John Jones – johnjone2

All passwords:

CrossAsh (Capital C and A – no spaces)

All codes:

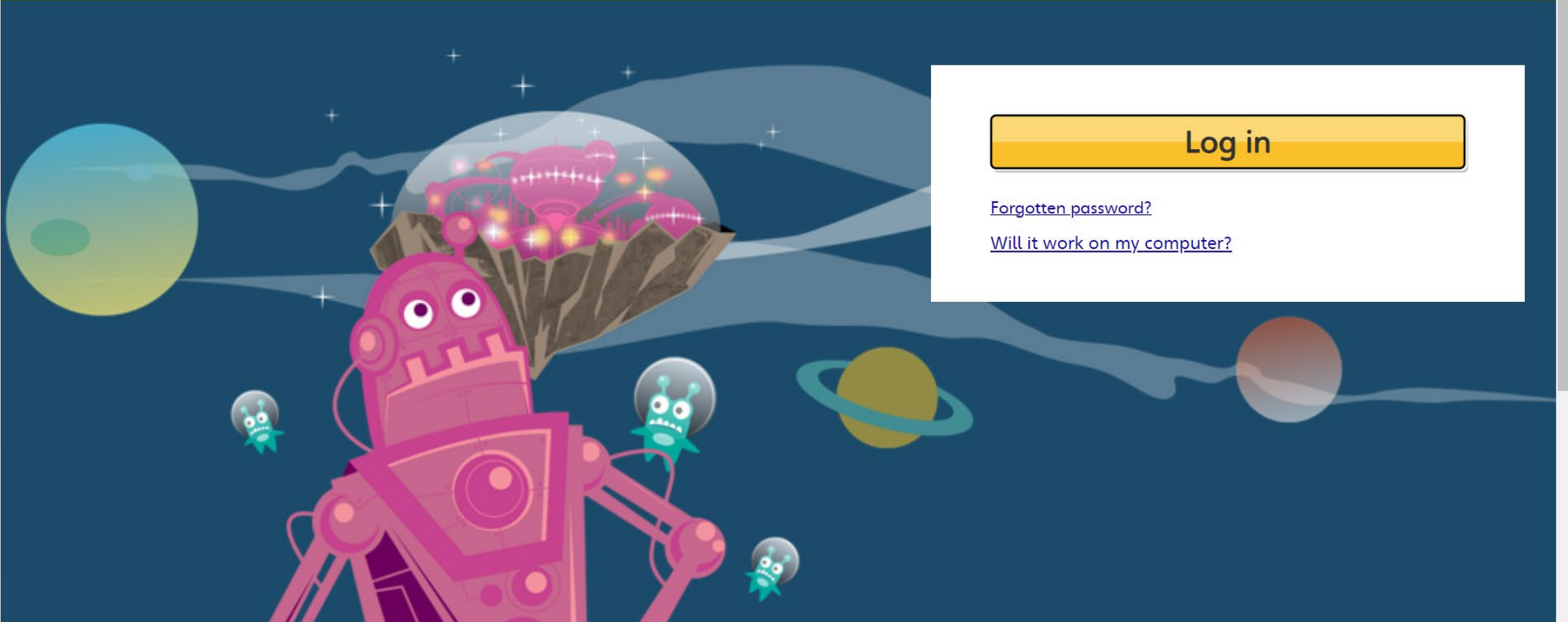
ss7s



Login page

Browser address bar: <https://www.activelearnprimary.co.uk/login?e=-1&c=0>

ActiveLearn Help



Log in

[Forgotten password?](#)

[Will it work on my computer?](#)



See highlighted 'My stuff'

ActiveLearn

My Home My Stuff My Library My Rewards Log Out Grown-ups

Welcome
[Redacted Name]
Click My Stuff to get started!



Here you will find new text.

The screenshot shows a user interface for 'My Stuff'. At the top, there are navigation buttons: 'My Home', 'My Stuff', 'My Library', 'My Rewards', 'Log Out', and 'Grown-ups'. A 'Close' button is also present. The main area is blue and displays '1 item'. Below this, there is a book card for 'Bug Boy: Beetle Cookies'. The card features a book cover with a boy and a beetle. Below the cover, the text reads 'Bug Boy: Beetle Cookies'. An orange button labeled 'Opened' is positioned below the title. At the bottom of the card, a yellow circle contains the number '15', representing the number of coins earned. A red arrow points from the text below to this circle.

How many coins you can earn from reading book and completing activities.



Key information to look at when sharing a new book.

Tips for adults when supporting children reading this text.



Words have little said there

This book practises

Blending and segmenting adjacent consonants*

*Consonants are letters which are not vowels (a, e, i, o, u).

Top Tip

Help your child to blend the sounds in words like 'book' and 'room'.
E.g. b-oo-k, r-oo-m.

Your child may need help with these words:

saw looked
beetle cookie

Have a go!

Sound Snap

Write these words on strips of paper:

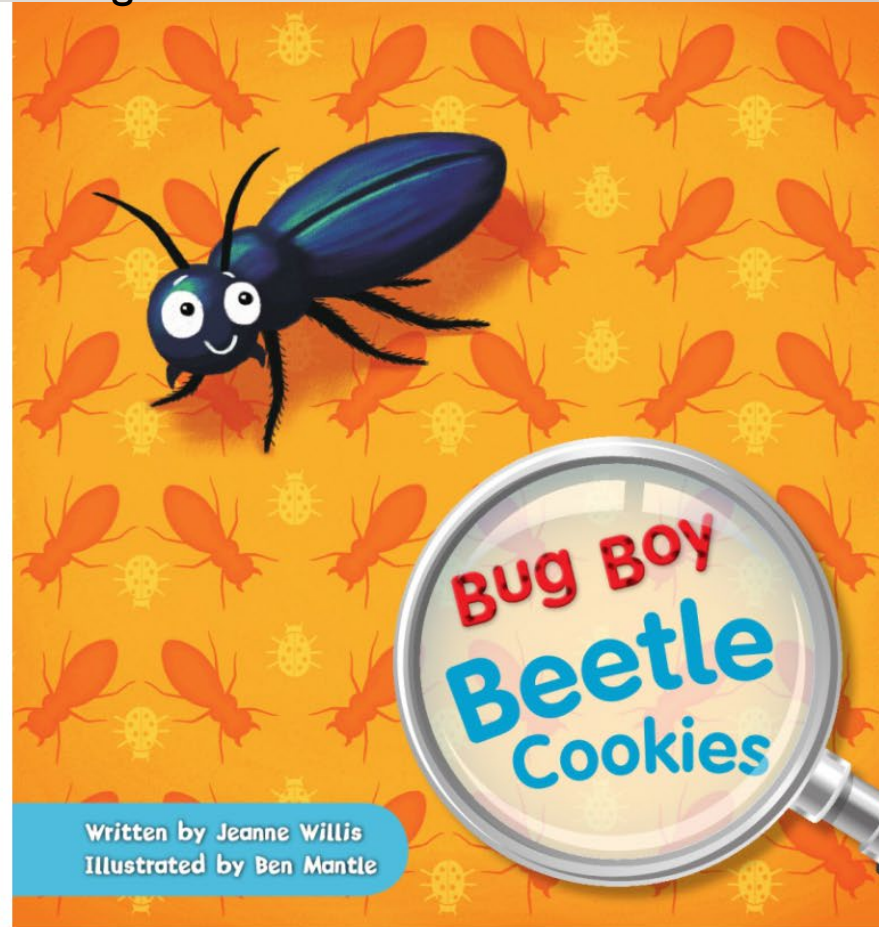
cookie took looked beetle
sweet tweet

Divide the strips between you. Words that make the same sound make a 'snap'! The winner is the one with the most cards.

Skill Builder

Ask your child to read the title of this book. Do they think there will **really** be beetles in the cookies?

Bug Time fun is on the back page!



Written by Jeanne Willis
Illustrated by Ben Mantle

Back

Read to me

Next

Shorter texts – Foundation Phase and lower KS2 have the option to listen to the text read aloud.



Look out for the bugs for interactive activities!

Dan did not have a dog or a cat.



He had lots of pet bugs!



Back

Read to me

Next



Sample activity.



Look at the picture, what does it show?

Click on your answer.



van

pen

box

Done





Example of a text for older children:

Chapter 1 *A Million Miles from Home*

Alice sat on the bench of the ferry as the city drifted further behind her. She had a rucksack at her feet and on her lap was a small brown bear. His fur had been rubbed off in places and he had one brown eye and one green one that had been sewn on. Alice



held him tightly in her arms, one finger rubbing his belly.

The ferry sailed under a grey sky. The wind was cold and bullying, whipping the ocean spray into her face. Alice held the bear up and breathed in his familiar smell.

It reminded her of home. Like she was still there and everything was back to how it should be.

"Don't worry, Barney," she whispered.
"I'll look after you."



Bug for interactive activities.



5

As it's a longer text – no option to read aloud.



Which phrase explains why the bear makes Alice feel better?

Click on one sentence.



The ferry sailed under a grey sky. The wind was cold and bullying, whipping the ocean spray into her face. Alice held the bear up and breathed in his familiar smell.

It reminded her of home. Like she was still there and everything was back to how it should be.



Done



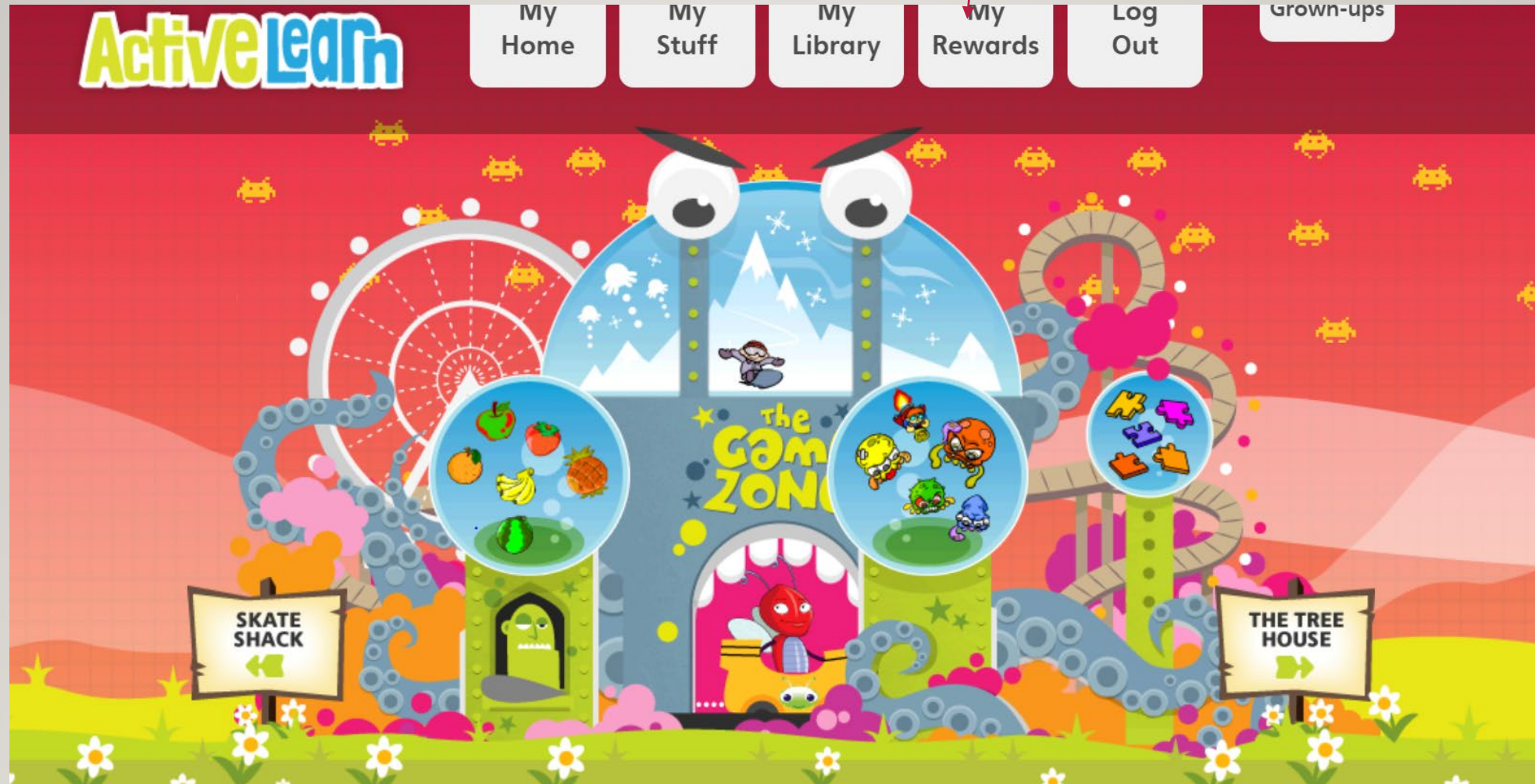


In the digital library, children can reread any book they have read.

The screenshot shows a digital library interface with a dark red header. The main title is "My Library" in white text on a dark grey background. To the right of the title are navigation buttons: "My Home", "My Stuff", "My Library", "My Rewards", "Log Out", and "Grown-ups". A "Close" button is located in the top right corner. The main content area has a wooden bookshelf background. On the left side of the shelf, there is a section titled "You have" with a yellow display box showing the number "1" and the word "item" below it. A cartoon mouse is positioned at the bottom of this section. To the right of the "You have" section is a book cover for "Go West, Ox!" from the "Comics" series. The book cover features a pink van and a cow. The background of the bookshelf includes a black spider hanging from a web on the top shelf and a white seagull on the left side.



Under 'My Rewards', children can use reward coins to choose a world to play in.





Children will get to choose their book to bring home each week.

All books are mirrored in physical form in school and digital form via E-books.

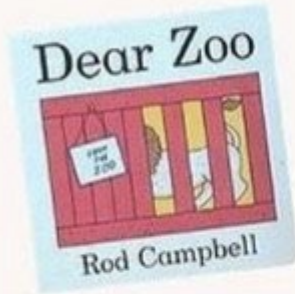
‘Rereading books **provides an opportunity to develop a deep understanding of a book's plot or character development something not possible reading a book once.** Exploring the text and illustrations helps children delve into the story's message and make new connections, preparing them for more complex narratives.’

Do not worry if children choose to re-read books. It is an important part of reading and we as adults choose to reread books for similar reasons!

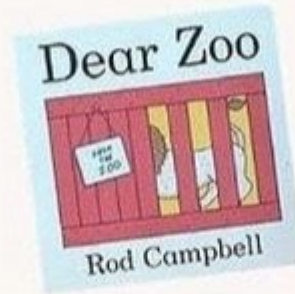


Tired of repeating the same stories?

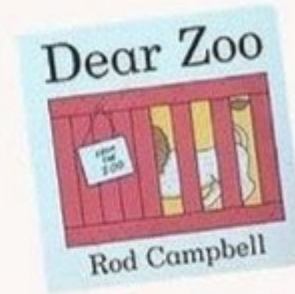
Here's why it's actually a good thing!



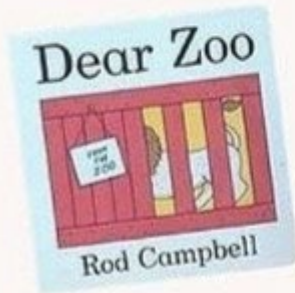
**Builds
vocabulary**



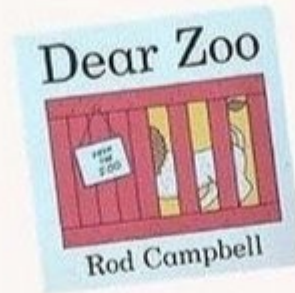
**Connections between
language & words**



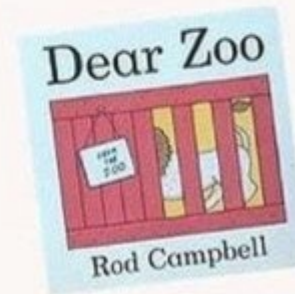
**Helps letter & word
recognition**



**Helps story
comprehension**



**Shows how to form
phrases & sentences**



**Familiarity is
comforting**



Reading Record

This will be an ongoing 'diary of reading'.

Date	Details of book title and page number/s	Comments

Comments

Adult comment and when children are ready, they could comment too with an adult signature.





Reading Records – What sort of things should I write?

The following list is not an exhaustive list but offers suggestions that may be appropriate. It is very important to remember that the enjoyment factor is always worth commenting on.

Parents are **not** expected to comment on each of the following areas after each reading session!

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words ending in “ed” or starting in “sh”?
- Does the child recognise mistakes and self correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?



Examples of comments.

Week Beginning: 15.11.20

Home Reading Record

Date	Book/Page	Comments	Signed
Saturday	Pudsey's Great Fundraiser	Harry loves to talk about the Pictures	JC
Sunday	Harry and the dinosaurs have a happy birthday	Harry loves to look at the dinosaurs	JC
Monday	fun on the canal	Harry read the story. He segmented & blended	JC
Tuesday	fun on the canal	Harry segmented and blended with @	JC
Wednesday	The Gruffalo	Harry loves to talk about the characters	JC
Thursday	fun on the canal	Harry was able to segment and blend with @	JC
Friday			



Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. The interaction between the parent and child changes at this stage.

To ensure that the child's reading development continues to move forward, we would encourage parents to question the child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book.

A boy called christmas Pg: 146-160	Only 100 left till I finish! Amazing book full of beautiful writing
A boy called christmas Pg: 160-174	Amazingly written! Mae Hing is a VERY talented author.
	agree!

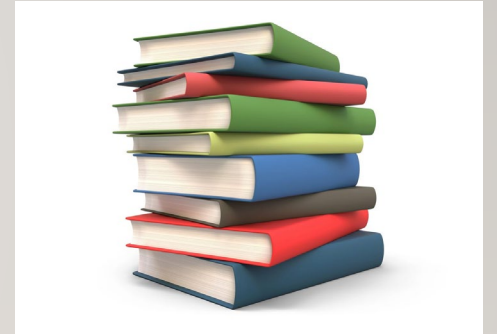
Example of an older
pupil commenting.





WHAT CAN I DO TO HELP AT HOME?

- Find a quiet place away from other interruptions.
- Spend a few minutes discussing the blurb (back of the book) and front cover before you even open the book – What do you think this book is about?
- Help and support your child if they get stuck on any words. Avoid simply tell them words, encourage them to work it out by:
 - Sounding out the sounds
 - Using any picture clues
 - Using the context of the sentence to work out
 - What would sensibly fit?
 - Re-reading to check for meaning.
- Ask your child questions to check their understanding of the text
- Point to the words as you read them.
- Use the pictures as well; there is often an additional story in them.
- Allow plenty of time for discussion before you turn over a page.
- Memorising is not cheating. Make reading fun!
- Choral reading is also a really helpful tool for modelling!
- If your child is too tired or reluctant to join in, just make it an opportunity for you to read in a relaxed & enjoyable way.



Give your child lots of praise and encouragement.



Suggested discussion points around a text.

You are **not** expected to ask all of these questions all of the time! They are just useful pointers for discussion.

Questions you can ask when a child has chosen a book

- What is the title of the book?
- What kind of book is it? (Fiction, non fiction, poetry, short story etc)
- Who is the author/illustrator?
- Have you read any other books by the same author?
- What made you choose this book? (Author, cover, illustration, recommendation etc)
- Did you read the blurb before selecting the book?
- Could you tell anything about the book before you started reading it? What were the clues?
- Have you read this book before? Why have you chosen it again?





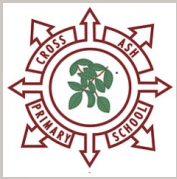
Suggested discussion points around a text.

You are **not** expected to ask all of these questions all of the time! They are just useful pointers for discussion.

Questions you can ask before a child begins or when a child resumes a book:

- What has happened so far?
- What do you think will happen next?
- What are the clues that make you think this?
- How would you like the story to end?
- Where is the story set? Is there a description?
- When is the story set? (Past, present, future)
- Who are the characters in the story? Who do you like/dislike? Why?
- Do you feel similar to any of the characters? Tell me what is similar?



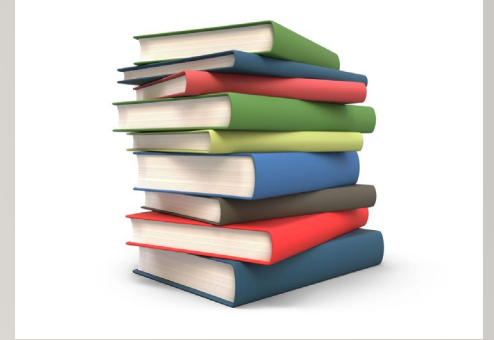


Suggested discussion points around a text.

You are **not** expected to ask all of these questions all of the time! They are just useful pointers for discussion.

Questions you can ask when your child finishes a book:

- Was the book as you expected?
- Was there anything you disliked about the story?
- At what point did you decide you liked/disliked the story?
- If you have read this book before, did you enjoy it more this time?
- Did you notice anything special about the way language is used in this book?
e.g. Dialect, descriptive writing etc
- If you had written this book, how would you have made it better?
- Has anything that happens in this book ever happened to you?
- Can you describe an exciting moment or favourite part of the story?
- Who was telling the story?
- Was this the most important character in the story?
- Do we get to know the characters quickly or do they build up slowly through the book?
- Was the ending as you expected? Did you like the way the story ended?
- Do you like the illustrations? Do you have a favourite?
- Would you recommend this book to your friends? Tell me what you would say to a friend?





Reading must be enjoyed to gain maximum benefit:

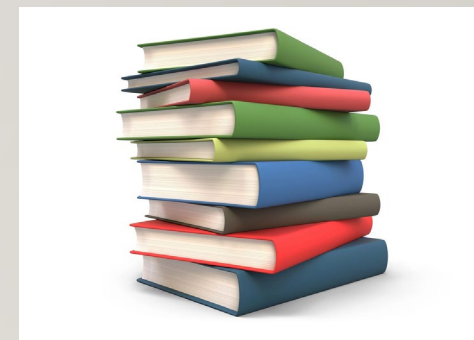
- Buy/borrow book tapes from the library to encourage a love of language e.g. listen to tapes on journeys, at bedtime etc.
- Share reading activities and interact with the text together e.g. work together on the internet to book a holiday, explore a football team website etc.
- Offer alternative reading material e.g. internet access, magazines that the children have an interest in, non fiction often appeals to boys more than fiction etc.

Print is all around us. Even when time is scarce, you can read with your child e.g. signs in the street, labels in the supermarket, the TV page in the newspaper.

Model positive reading whenever you can to help to foster a love of reading.

Don't forget charity shops and the local libraries!

Most summer holidays, libraries run reading challenges for children to win prizes.





Maths



Mathletics

Tasks will be set weekly by your class teacher. Children will be given one week to complete them.

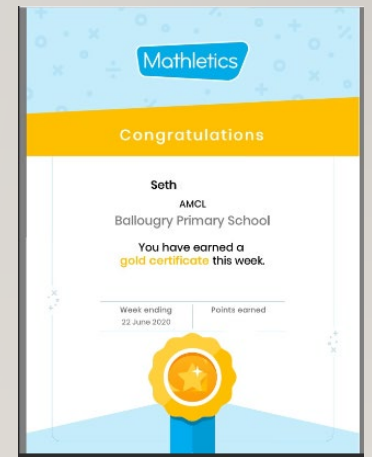
Work is differentiated according to what your child needs to practise and to consolidate concepts taught in class.

Problem solving and Quest activities will be set at regular intervals too. Your child may need some more support with these.

All children will have their login credentials for their own personal activities.

Certificates can be gained for completion of activities and we will celebrate that in their classes

Mathletics
A 3P Learning Product
Sign in Mathletics
Username/email:
Password:





Maths



There are lots of other ways you can support your child at home too during daily activities.

Measuring during cooking

Counting and using money

Learning times tables

Asking children to solve problems using mathematical language e.g. which do you think is heaviest/ lightest/longest / most popular etc?

Looking for shapes in the house or in nature

Pattern making and sequencing

Playing games such as Snakes and Ladders



Spelling

Spelling work will be set weekly – Class teachers decide on how this works for their classroom. It is different in the infants to the junior classes.

Testing will take place through the week as part of their ongoing assessments and Spelling Journal work.

Foundation Phase – have a mixture of sounds, spellings linked to Read, Write, Inc. and high frequency words for their stage of development.

Juniors have high frequency words sent home one week and Read Write Inc/ spelling pattern work the following week.

Spelling Journals are used daily to consolidate this learning too.





Spelling

Ideas for making spelling activities more exciting could be:

Writing in chalk – this could be outside too

Magnetic letter work

White board work

Looking at a word, covering it, writing it again and checking if they are correct

Putting words into sentences

Making word crosswords using the spellings. Can they link them?

C A T C H
N
I
M
A B L E
L

Making word pictures or rainbows

Show the teacher any spelling work they have completed on Dojo.





Spelling

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Writing in chalk – this could be outside too

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White board work

Looking at a word, covering it, writing it again and checking if they are correct

Putting words into sentences

Making word crosswords using the spellings. Can they link them?

CATCH

N

I

M

ABLE

L

Making word pictures or rainbows

Show the teacher any spelling work they have completed on Dojo.





Talk for Learning/Oracy

Sometimes teachers will send home a task on Dojo relating to a topic they would like you to chat about at home. This could help your child to develop their thinking further and develop vocabulary which they could then transfer back into their work in school. This could be based on ideas and opinions, observations, a question or preparations for written work eg, describe what you may see under the sea.

Topic Work

Sometimes a whole school activity could be set on our newsletter or on Dojo which relates to something we are doing as a school. Eg Pupil Voice - council applications, competitions, research



Thank you / Diolch yn fawr!

Please do not hesitate to contact your class teacher
for any further questions.

We really appreciate your support.