



Bug club at Upminster Infant School

We have set the programme up to automatically allocate a new book once your child has read and answered the comprehension questions on their current one.

Our aim at UIS is to develop your children into **Life- Long Readers** who read because they **want to** not just because they have to! Bug club is another tool through which your children can do this.

To be a life-long reader your child needs to develop the tools to understand a text, interpret meaning, make predictions about it and formulate a personal response (e.g I would recommend this book because, I enjoyed it because... It was good but...).

To enable children to develop these skills we must give them the opportunity to 'go-back' and re-read texts they have enjoyed (these maybe 'in a different book band colour' but that is ok!). We want our children to take ownership of their reading and have choices and opinions over the literature they read. Bug club is a perfect tool for this as they will continue to have access to all books they have already read.

We encourage the continued support of children's reading by reading with them every night. Research shows that the '**practising of reading**' at home combined with the '**teaching of reading**' in school has a significant impact on the progress a child makes.

Bug club includes phonic reading books to ensure that the children have access to a large selection of fully decodable readers, providing resources at every step of the programme so that children can apply their phonic knowledge and become confident, fluent readers.

www.bugclub.co.uk

Please see below for examples of the type of questions you could ask your child whilst listening to them read which will support their learning and development of reading skills. You could try asking them when you're reading a story too!

Comprehension

EXAMPLE TEXT:

Let's get the dinner on shall we?" said Matthew's mum.

"What are we having, Mum?" Matthew asked her.

"Cottage pie and peas," she replied cheerily.

Matthew grinned from ear to ear. Mum smiled back at him.

"I tell you what," she said, "why don't you go and learn your spellings for twenty minutes before we have dinner?"

The smile on Matthew's face disappeared.

"Do I have to?" he whined. Matthew thought practising spellings was a bit like watching paint dry.

You could ask:

Question: What was Matthew's mum making for dinner? (*This requires the **retrieval** of information*)

Answer: Cottage pie and peas. (*This allows children to **interpret** what they have read*)

Question: How does Matthew feel about eating cottage pie and peas? How do you know?

Answer: He loves cottage pie and peas. We know this because he grins from ear to ear when his mum tells him that is what she is making for dinner. –

Question: What do you think Matthew might do next? Explain why you think this.

Answer: I think Matthew will go and watch TV instead of doing his spellings because he doesn't want to do his spellings.

(*There could be several answers to this, but you would be looking for the child to have **thought** about what Matthew might do, **based on what they have read***)

Question: Do you think Matthew's mum is a kind person? Can you find something in the story which shows this?

Answer: Yes, I think Matthew's mum is a kind person because she is cooking his favourite meal. We also know she wants him to do well at school, which is why she asks him to practise his spellings. – (*Your child will begin to form a **personal opinion***)

Question: 'Matthew thought practising spellings was a bit like watching paint dry.' Why is this a good way to show how Matthew feels about his spellings?

Answer: The author is comparing spelling practice to watching paint dry to show how boring Matthew finds it. – (*This will encourage your child to think about the use of specific **language** in the text*)