

ActiveLearn Support – your details and logging in

If you have access to Bug Club books online then your teacher will have given you a username, password and your school code.

To help you remember, you can write your details below:

Username:
Password:
School code:

Use these details to log in to www.activelearnprimary.co.uk and head to **My Stuff** to find all the exciting books that your teacher has allocated to you!

Grown ups, if you want more information on how to read with your child, go to the grown-ups area in the top right-hand corner of your child's homepage.

Reading Record

Contents

How to use this book with your child	1
Reading with your child in KS1	2
Reading with your child in KS2	3
Reading Record	4
Phonics progression chart	38
High frequency words	39
I want to find out more about...	41

How to use this book with your child

Reading with your child is an important activity and key to helping them progress and practise the skills they are learning in the classroom. The purpose of this reading record is to help you track your child's reading progress at home. You may also find it a useful way of communicating with your child's teacher, too. You should use this reading record every time your child reads with you.

Complete the reading record as required on pages 4 to 37, remembering to fill in the date, title of the book and pages read as well as any comments you may have. Use the Phonics progression chart at the back of the book and the high frequency words when helping children consolidate their phonics knowledge and learn common words.

Published by Pearson Education Limited,
80 Strand, London, WC2R 0RL.

www.pearsonschools.co.uk

Text © Pearson Education Limited 2018
Original illustrations © Pearson Education Limited 2018
Illustrated by Poppy Marks,
Pearson Education Ltd

First published 2018

21 20 19 18

10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN 9780435195236

Copyright notice.

All rights reserved. No part of this publication may be reproduced in any form or by any means (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication) without the written permission of the copyright owner, except in accordance with the provisions of the Copyright, Designs and Patents Act 1988 or under the terms of a licence issued by the Copyright Licensing Agency, Barnards Inn, 86 Fetter Lane, London EC4A 1EN (www.cla.co.uk). Applications for the copyright owner's written permission should be addressed to the publisher.

Note from the publisher

Pearson has robust editorial processes, including answer and fact checks, to ensure the accuracy of the content in this publication, and every effort is made to ensure this publication is free of errors. We are, however, only human, and occasionally errors do occur. Pearson is not liable for any misunderstandings that arise as a result of errors in this publication, but it is our priority to ensure that the content is accurate. If you spot an error, please do contact us at resourcescorrections@pearson.com so we can make sure it is corrected.

Printed in China at Golden Cup

Reading with your child in KS1

Remember that you act as a role model for your child when reading. Set aside some time to read after school in a quiet area with no distractions. There will be times when you will read to your child or they will read to you.

Make sure both of you can see the page that you're reading and take time to discuss the book before you start: look at the cover, the blurb and the pictures and talk about what you think might happen. Discussing the story's context can help with tackling vocabulary that will come up.

Look at punctuation and how it can affect meaning.

Make connections with real life by reminding your child of similar situations or people they have encountered. If your child is stuck on something encourage them to make a contextual guess based on what they've read so far.

Discuss big ideas and small details; talk about the whole story and specific points. Encourage your child to make links between points, too.

When you have finished reading talk about what you have just read; what your child liked and why and what they struggled with. Encourage your child to write in the box at the bottom of the reading record page.

As your child begins to read more independently, ask them to summarise what has happened when they have finished the book.

If your child gets stuck:

- Pause and allow your child some time to work out the word or whatever they are stuck on – don't jump in and correct them straight away.
- Encourage them to have a go and think of what might sound right or sensible: what's the first sound, break it down, look at the pictures.
- Remember to praise them if they have a go and when they get it right. If the word is too hard, tell them what it is.

Reading with your child in KS2

At this stage your child will be expected to read independently and silently on a regular basis. However, reading with older children is still important. Even as they grow in confidence, it is important that you continue to share their reading experiences.

Value your child's ideas and responses to their books and ask them to back up their opinions by explaining, or showing you, which part(s) of their books helped them towards their ideas.

Vary the type of book being read, encouraging children to step out of their comfort zones every now and again. If your child loves stories, try suggesting a non-fiction book or some poetry.

Encourage storytelling: ask your child to consider their tone of voice and the ways characters may speak, as well as the words on the page.

Model reading for a real purpose to show how reading can help us: use a recipe, read a film review, follow instructions and use search engines or dictionaries to clarify understanding.

Put new or difficult terms into context so that your child can try to work them out in a meaningful way before checking in a dictionary.

Build understanding of genres by asking your child to compare different books on the same topic, or different treatments of the same subject matter. For example, contrasting a poem and a non-fiction text that both describe weather conditions.

Ask for information and encourage your child to consider what kinds of texts they could use to find this information. For example, ask them to find particular recipes, new films you could enjoy together, how and where to buy specific items or what things may have been like during a different time period.

Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			
			
			
			
			

My favourite part is:



Date	Book and pages read	Comments	Score
			
			
			
			
			

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			
			
			
			
			

My favourite part is:



Date	Book and pages read	Comments	Score
			
			
			
			
			

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			★ ★ ★

My favourite part is:



Date	Book and pages read	Comments	Score
			★ ★ ★

New words I've learned:



Date	Book and pages read	Comments	Score
			
			
			
			
			

My favourite part is:



Date	Book and pages read	Comments	Score
			
			
			
			
			

New words I've learned:



Phonics progression chart

The following sounds chart covers the Phonics progression in Reception and Year 1.

Book Band	Phase	Sounds covered	Example words
Pink A	2	s a t p	sat, pat, tap
		i n m d	din, man
		g o c k	dog, cod, kip
		ck e u r	rock, men, sun
Pink B		h b f ff l ll ss	hill, puff, lip, mess, tub
Red A	3	j v w x	job, van, wax
		y z zz qu	yes, quiz, fizz
Red B	3	ch sh th ng	chin, ship, thing, this
		ai ee igh oa oo (long) oo (short)	sail, seed, night, boat, moon, book
Red C	3	ar or ur ow oi	car, fork, turn, cow, boil
		ear air ure er	fear, hair, pure, term
Yellow A	4	adjacent consonants	e.g. pram, stamp, scam, splash
Yellow B			
Yellow C			
Blue A and Blue B	5	zh wh ph	wheel, phonics; /zh/ as in treasure, television
		ay a-e eigh ey ei (long a)	play, cake, eight, they, reins
		ea e-e ie ey y (long e)	beach, athlete, brownies, donkey, puppy
		ie i-e y i (long i)	tie, kite, my, wild
		ow o-e o oe (long o)	bowtie, nose, so, toes
		ew ue u-e (long u)	few, flew, glue, tube, lute
		u oul (short oo)	put, could

Blue C	5	aw au al our	paw, Paul, always, ball, your
		ir er ear (er is revision)	fir, higher, heard
Green A		ou oy	shout, boy
		ere/eer are/ear	mere, jeer, care, bear
Green B		c k ck ch (c, k, ck are revision)	cat, kid, clock, chemist
		ce/ci/cy sc/stl se	ice, icicle, icy, scent, hustle, house
		ge/gi/gy dge	age, gist, clergy, dodge
Green C		le mb kn/gn wr	little, lamb, know, gnome, wrong
		tch sh ea (w)a o	watch, chef / special / initials, bread, was, son

High frequency words

Phase two				
Decodable words				Tricky words
a	it	back	got	the
an	of	and	up	to
as	off	get	mum	I
at	on	big	but	no
if	can	him	put (north)	go
in	dad	his		into
is	had	not		
Phase three				
Decodable words				Tricky words
will		see		he you
that		for		she they
this		now		we all
then		down		me are
them		look		be my
with		too		was her

Phase four		
Decodable words		Tricky words
went it's from children just help		said have like so do some come were there little one when out what
Phase five		
Decodable words		Tricky words
don't old I'm by time house about your	day made came make here saw very put (south)	oh their people Mr Mrs looked called asked could

I want to find out more about...