






Pearson


# Keener readers and greater depth at Coton Green courtesy of Bug Club





School name:  Coton Green Primary School


Region:  Staffordshire


Area type:  Town

Number of pupils:  314 (1.5 form entry)

School type:  Primary

Ofsted rating:  Good

Pupil premium %:  16%

EAL %:  3%

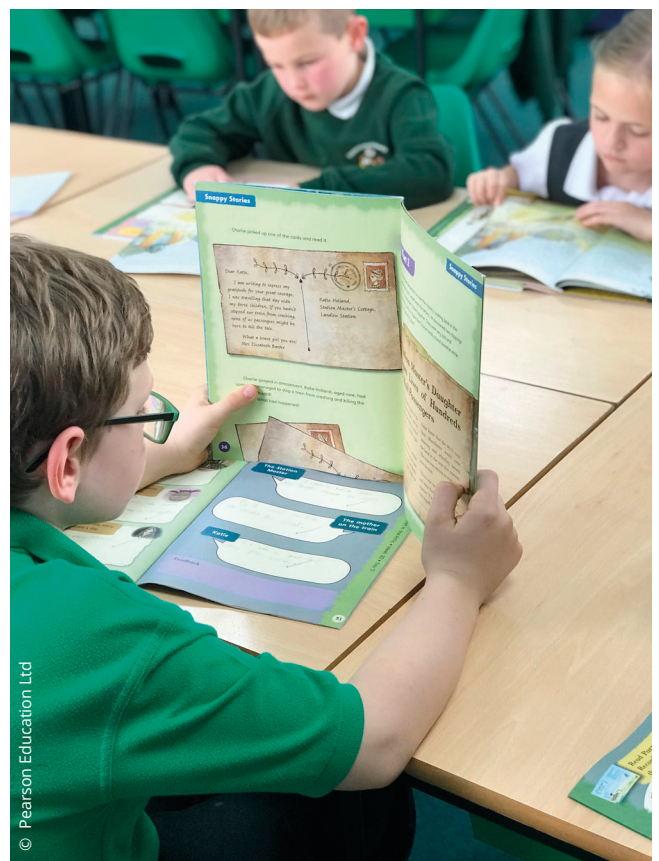
## Key points to take away

- Bug Club KS2 Guided Reading ensures consistently high quality guided reading, while giving professionals flexibility to adapt resources to their personal style and specific learner needs.
- In line with Ofsted guidance and research on the vital link between talk and literacy, Bug Club KS2 Guided Reading uses a dialogic approach to build deeper understanding of text.
- Bug Club KS2 Guided Reading makes advanced texts accessible so all learners can develop enthusiasm for plot, characters and issues. This motivates children to engage in detailed textual analysis.

## Background

Coton Green Primary School chose to invest in Bug Club from a position of strength: Key Stage 2 reading results were already above the national average, however, teachers noticed that fewer children seemed to be reading for pleasure at home and were concerned about the long-term consequences of this trend. As a result the school identified the need to be proactive and address pupil attitudes even though negative impacts had not yet become

apparent. In addition to this the school had identified some issues with word comprehension, vocabulary and fluency, and wanted to address these gaps to raise standards across all areas of reading. Bug Club was brought in to help meet the school's ambition, in their own words *"to instil in our children a life-long love of reading [and] raise achievement in reading."*



In just a few months, the impact of Bug Club on children's attitudes to reading at Coton Green has been remarkable with children saying they *"love love love the Bug Club. We now read every day!"*

## Impacting disadvantaged groups

Coton Green work in mixed age classes with mixed ability groups and teach guided reading for half an hour a day at least four times a week, providing access to print books and online ebooks. Coton Green's success in their use of Bug Club Guided for KS2 is evident even amongst groups of learners typically seen as the hardest to engage in reading. Pupil Premium children responded positively to the familiar structure of the programme, with its repeated cycle of activity types over Days 1 to 5 giving them a sense of clearly scaffolded expectations. At the same time they appreciated the challenge of developing their own 'readings' of text. Instead of being limited to comprehension exercises that tested only basic knowledge, learners were taught that their opinions and judgments mattered and were encouraged to develop deeper, well-evidenced understandings of their own. This greater respect for the pupils' own ideas helped to build up real enthusiasm for reading.

*"I love the Bug Club [because] I can enjoy stories and characters that I couldn't read by myself."*

Assistant Head Teacher, Jayne Tanner, explains that pupils with identified Special Educational Needs *"have shown the most positive attitude to Bug Club, especially children with difficulties in decoding,"* as advanced texts are made accessible to all learners through the innovative online platform. One SEN learner commented: *"I love the Bug Club [because] I can enjoy stories and characters that I couldn't read by myself."* Enabling engagement with plot, character and the issues within texts inspires pupils who might not previously have been motivated to overcome the challenges of reading to attempt close textual analysis, and gives all pupils a chance to have their thoughts and opinions heard. A KS2 class teacher at Coton Green commented that since using Bug Club Guided in KS2, *"children's responses show much more thought and make much closer reference to the texts studied."*



## Better talk leads to better outcomes

In line with academic research on effective development of literacy, and Ofsted's (2011) guidance on *Reading, writing and communication*, structured and well-focused pupil discussion is a central feature of Bug Club Guided for KS2. The use of the dialogic approach embedded within the programme, with suggested questions for teacher led discussion, has led to an immediate improvement in children's attitudes to reading at Coton Green. Jayne Tanner, Assistant Head explains that teachers have observed the obvious enthusiasm with which pupils now *'engage in conversations with each other about plot and characters,'* and that *'most of this understanding comes from good-quality discussion between children, and skilful questioning by the class teacher during the reading sessions.'* In addition to increased enthusiasm, Coton Green have also seen progress in children's comprehension through the depth of analysis of the looking, clue and thinking questions used within the programme, evident in children's workbooks, and use of the programme has had a wider impact in the school.



Jayne notes that *“the increased vocabulary has begun to be apparent in children’s writing, and children have developed a greater interest in the time and place many of the books have been set, for example after reading one book children were inspired to research the history of the slave trade, carry out reasoned debates and discussions and consider human rights, responsibilities and equality as part of their wider learning.”*

## Independence, flexibility and time saving

The experience of pupils and teachers at Coton Green has highlighted the effectiveness of Bug Club Guided for KS2 in engaging all learners in a class, and the benefits which can be gained by keeping the class together for guided reading. Pupils have been enabled to become more independent learners, drawing on the range of resources available, and teachers have been empowered to work flexibly with the resources to suit their teaching styles and the needs of their pupils while saving valuable time planning. Assistant Head Jayne Tanner explains that *“the resources have saved an enormous amount of planning time, and the quality of independent activities and opportunities for independent analysis in the workbooks is extremely high. What the resources enable you to do is to ‘tweak’ and improve even further the high-quality planned learning opportunities for the needs of your class.”* Class teachers in the school agree, commenting that they feel, ‘more comfortable and confident teaching guided reading’ with Bug Club.

*“ The material for class is exceptionally engaging for the children and guided reading is something that they now look forward to everyday – they genuinely love it. ”*



## Conclusion

In summary, Coton Green feel that guided reading has definitely changed for the better in their school, with the impact of Bug Club noticeable after just one term. As one teacher put it, *“the material for class is exceptionally engaging for the children and guided reading is something that they now look forward to everyday – they genuinely love it. It has given them time to be completely absorbed in the books and to have real empathy for the characters and develop an understanding about situations that I wouldn’t have thought possible. In short children are enjoying reading more, and are reading more.”*

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