

The logo for Hunsley Primary is a blue square with white text. The text reads "HUNSLEY PRIMARY" in a bold, sans-serif font, with "inspire · aspire" in a smaller, lowercase sans-serif font below it. The logo is centered within a white circle on an orange background.

**HUNSLEY
PRIMARY**
inspire · aspire

A decorative yellow dashed arc is positioned in the upper right quadrant of the orange background.

Welcome

The logo for Hunsley Primary is a blue square with white text. The text reads "HUNSLEY PRIMARY" in a large, bold, sans-serif font, and "inspire · aspire" in a smaller, lowercase sans-serif font below it.

**HUNSLEY
PRIMARY**
inspire · aspire

A decorative yellow dashed arc is positioned above the title text.

Reading in Year 2



**Bug Club
Phonics**



Bug Club

Reading in Year 2



Bug Club

Once we begin Phase 6 phonics and focus on the Year 2 curriculum requirements, children work their way through Orange, Turquoise, Purple, Gold, White and then Lime reading books while in Year 2. They will progress at their own pace and do not have to read all the books on a level to progress.

Bug Club Online



Log in details can be found in your child's planner. Books will be allocated online as well as being sent home.

ActiveLearn: Login

https://www.activelearnprimary.co.uk/login?c=0

ActiveLearn Help

Privacy and Cookies

This Pearson website stores cookies on your computer which help us make the website work better for you. [Learn more](#) [Close this message](#)

Log in

[Forgotten password?](#)

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

Chat with support

How to help your child with reading at home.



Before reading, look at the front of the book and discuss the sounds and words.

Bug Notes
saw
came
called
asked

Words
saw
came
called
asked

This book practises
ew (as in threw)
ou (as in ground)
aw (as in saw)
y (as in my)
i_e (as in wife)
ere (as in here)

Sounds
ew (as in threw)
ou (as in ground)
aw (as in saw)
y (as in my)
i_e (as in wife)
ere (as in here)

Top Tip
Encourage your child to look at lots of different books independently.

Your child may need help with these words:
climb lives giant chopped axe

Have a go!
Sound Thumbs
Ask your child to give thumbs up if they hear the 'ew' sound in these words:
wow blew chew flew saw crew

Skill Builder
Ask your child if they have heard the story of Jack and the Beanstalk before. Ask them to retell the story before they start reading.

Bug Time fun is on the back page!

Silly Jack and the Beanstalk

Written by Malachy Doyle
Illustrated by Alexandra Colombo

Back Read to me Next

It is important to discuss the features of each text with your child. For example, how a story book is different from a play or information text. It is also important to discuss the meanings of words your child is unsure about.

Bird: Who's stronger than Sun?

Wind: Who can it be?

Mountain: I can't think.

Sun: It's this big black cloud. When Cloud sits in front of me, no one can see me any more.

Bird: In that case, I'll ask the cloud to be my best friend.

Play scripts have characters who take turns to speak and sometimes a narrator or stage directions to help us understand how the play is to be performed.

Lots of Legs
Look under a rock.
You might find a centipede or a millipede.

Millipedes and centipedes look alike, but they are different.



Centipedes have claws on their head.

Millipedes eat rotten leaves and plants.

Creepy Fact
Centipedes can have more than 300 legs. Millipedes can have up to 750 legs.

Back Read to me Next

Information texts may have facts, headings, photos, pictures, diagrams, perhaps a contents page, glossary or index, labels and captions.

Questions and discussion



In your child's reading record there is a list of comprehension questions and discussion points you could use during and after reading with your child.

During reading lessons in school we focus on teaching how to answer the different types of questions that the children might have to answer.



Bug Club



Bug Club

Vocabulary

Find and explain the meaning of words in context.



Infer

Make and justify inferences using evidence from the text.



Predict

Predict what will happen based from the details given or implied.



Explain

Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



Summarise

Summarise the main ideas from more than one paragraph.



Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when....
- Who is telling the story?

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text.
- Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/ middle/end of the story?
- In what order do these chapter headings come in the story?

Reading record



Please use the reading record to let us know when you have read at home with your child.

Please leave your child's book in their book bag as they will read in school too.

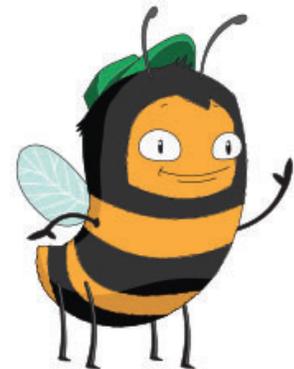
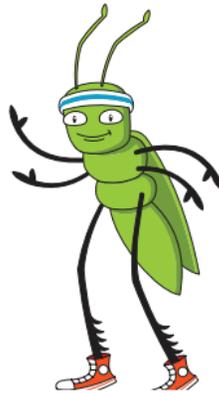
Please record when you have read any of your online Bug Club books or any other book you have read at home.

Books will be changed primarily on a Friday. New online books will also be allocated as and when these are needed.

Assessing reading in Year 2



Ongoing teacher assessments are used to assess reading knowledge. We also use online assessments which assesses reading fluency and understanding.

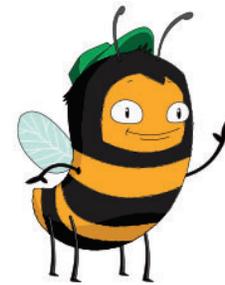


Assessing reading cont...



Your child will read their reading book with an adult in school. We will assess their phonics knowledge, reading fluency and comprehension skills. We also assess reading during Guided Reading lessons.

Bug Club assessments, NFER assessments and previous SATS paper are also used to assess reading and comprehension.





Bug Club

Here is an example
of a Bug Club
assessment.

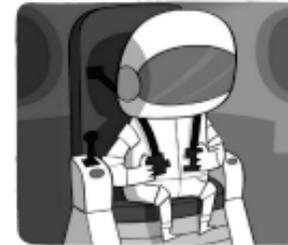
Name: _____

Purple B

Class: _____ Date: _____

Space Adventure

I'm putting on my spacesuit,
I'm feeling rather scared.
I don't know what I'll find in space –
I'd better be prepared!



It's nearly time for take-off.
I'm ready for the flight.
I've got to do the countdown –
I hope I get it right!

Ten ... nine ... eight ... It's starting!
The engines growl and roar.
Seven ... six ... five ... four ... three ... two ... one –
Into the sky I soar!

1 Why do you think the astronaut feels 'rather scared'?

2 Find and copy **two** words that describe the sound the rocket's engines make.

