



## LKS2 Bug Club – A Guide for Parents and Carers



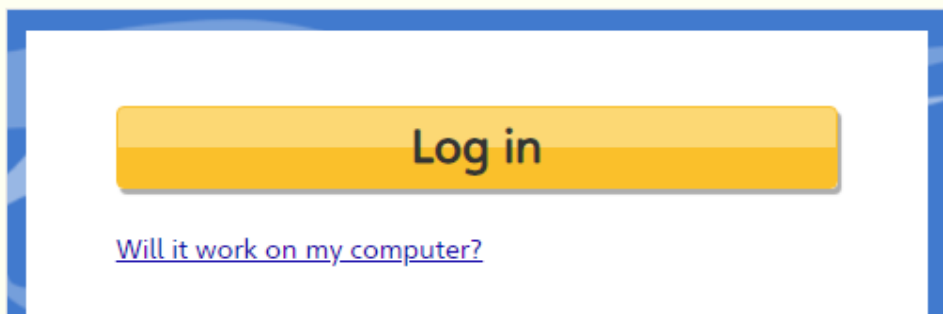
In Year 3/4 children will be learning a new spelling pattern every two weeks. We will introduce and explore the pattern in school and children can then access the related Spelling Bug online activities at home to support their learning. There will not be a list of spellings to learn for a test as the focus will be on understanding and applying rules for the pattern.

In the future, children may also be allocated grammar games to practise and follow up on what we have done in class and some children may be allocated online guided reading books. These games / books will be found in the same area of the Bug club.

### **1. How to log into Bug Club**

Visit [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

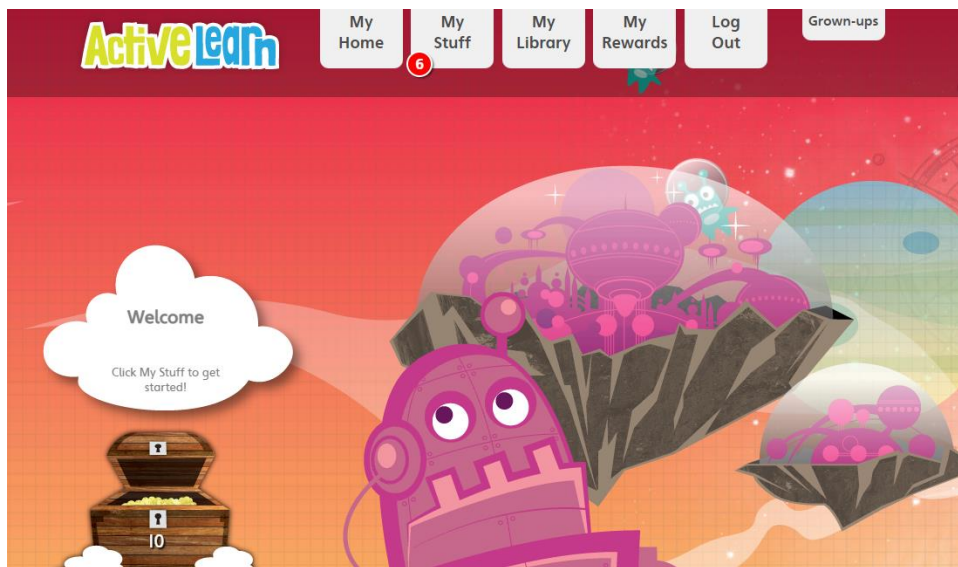
Your teacher will give you a username, password and a four letter school code.  
Click the “Log in” button. You will be taken to a new page to sign in



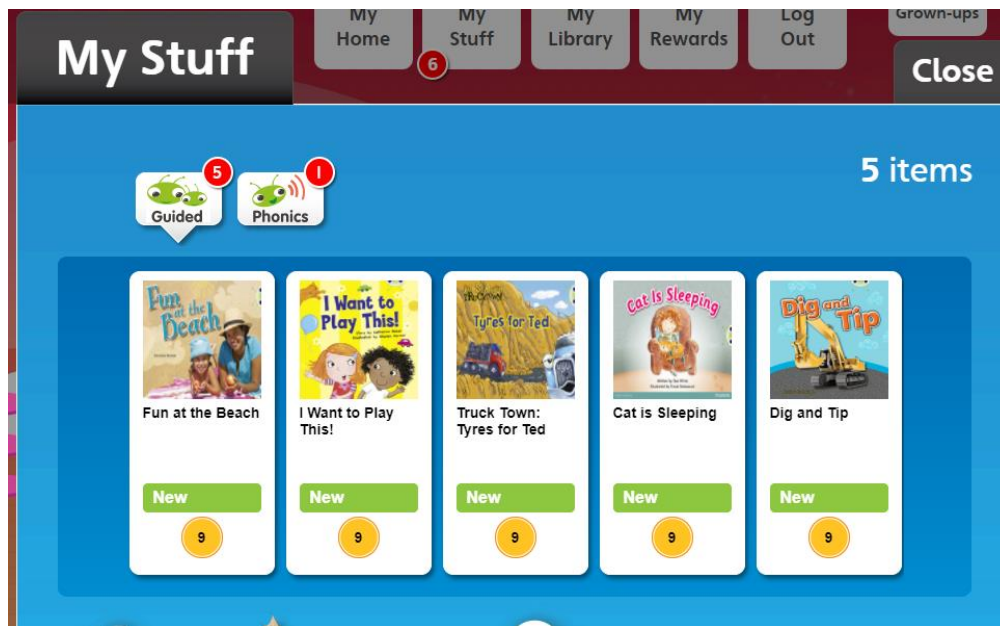
Enter these details into the fields provided, then select the 'Sign in' button. The school code is 'rohi'.

## 2. How to access Bug Club

Once you have logged in, you will be taken to your child's homepage.



- To access your child's spelling or grammar games, select '**My Stuff**' from the menu. The pattern that has been set will follow up the work we are doing in class.



- If your child has been allocated a book, click on the eBook to open it. On the inside cover, you will find useful information about the book and ways to explore it with your child.

### Before and during reading

**1 Say the sounds and look at the new spellings**

/w/	wh	/f/	ph
-----	----	-----	----

**2 Blend the sounds**

el/e/phants	
whop/per	which
whizz	whoosh
wheel	whoops

**3 Read the tricky words**

oh	their
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Point out the tricky bit of the word (i.e. the 'er' sounds in 'their') and then blend the rest.

Blending more than one syllable at a time, e.g. ele/phants

## Keeping a Pet

Written by Jeanne Willis

Comprehension: Ask the children to look at the cover and read the title. What is this book going to be about? Do they have any pets, or do they know someone who does? Can they predict what sorts of things the book might tell them about keeping a pet?


Vocabulary check: Check that the children understand the meaning of the following words: whopper, whoosh, bedding, hamster mess. If necessary, explain any words which they do not know.

Reading the book: Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately. Explain to children that this book has questions and answers. The letter Q is used to stand for the word 'Question' and the letter A stands for the word 'Answer'. If appropriate, ask children to take turns to read the questions and the answers. Encourage the children to look for any labels on each page and to read them after reading the text in the panel. Remind the children to read the words in speech bubbles. What do speech bubbles show us?

Back
Read to me
Next

0/1 of 17

- Throughout the eBook, there are opportunities for your child to practise their comprehension by answering questions about the book. These can be accessed by clicking on the small bug icon on the page. The back cover also provides information on ways to support your child's comprehension at home.




**Q:** What if you feed an elephant hamster?

**A:** It is a good little pet!

### After reading

#### Comprehension

- Which aspects of keeping a pet did the book talk about? (food, bedding, etc.)
- Look back at page 15. Why shouldn't you give elephant food to a hamster? What does the book suggest might happen? Do they think this would happen in real life?
- Ask the children to think back to their original thoughts about what the book might be about. Did they find anything in the book surprising or funny?
- What other animals do they think would not make a good pet? Can they explain why they think that?



Remember to prompt and praise!

#### Follow up

##### Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check the children can sound out and blend these words confidently. Ask them to practice blending them until they can read them quickly.

##### Segmenting for spelling

Practice this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write it down or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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
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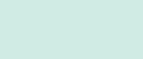
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### Example question

 **Find the odd one out! Listen to the sound.**  
Click on the word that does not contain the sound you hear.





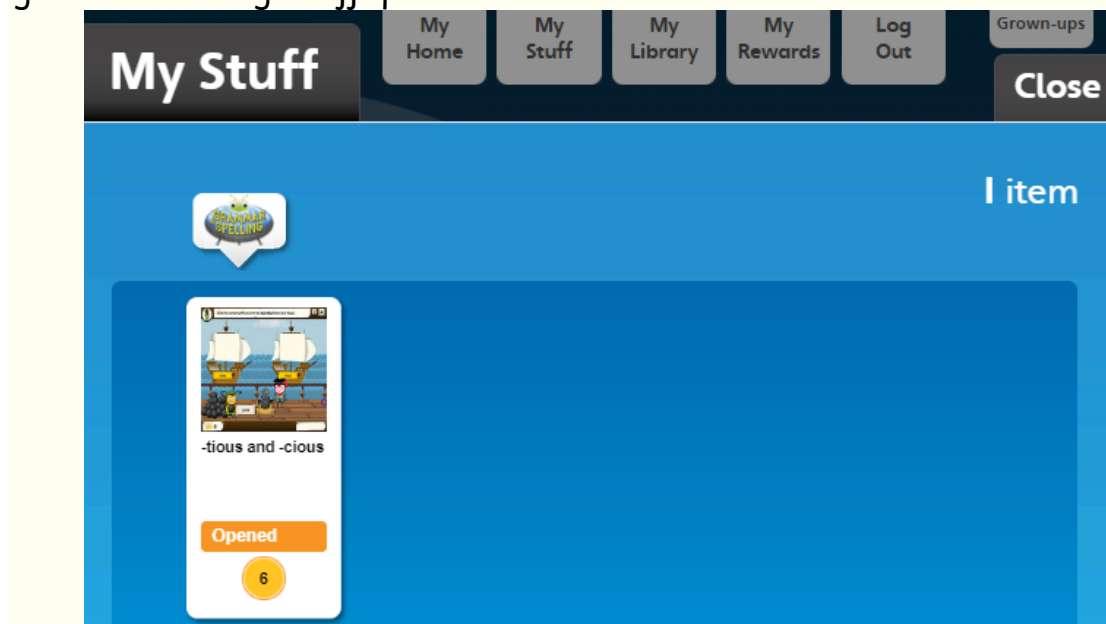
### 3. How to access My Library

My Library contains all of the books your child has read and the units they have finished. It also contains the spelling and grammar activities that they have completed or opened, but which are no longer set by their teacher.



#### 4. My Rewards

Children can earn 'coins' with each activity that they complete or each book that they read. The maximum number of coins attainable when reading a book or completing an activity is shown on the activity within your child's 'My Stuff' panel.





Coins can be used to buy rewards in the Rewards Area, such as the Skate Shack or The Game Zone.

