Glebe Infant School
Raising the attainment of readers through ebooks – BugClub

Starting Point

The school has had reading levels well below the national average for the past 3 years at 2b+ and at level 3. We have had letters and sounds running for 3 years and whilst this has improved our 2c+ it has not created a significant impact on 2b+

2b+	2008	2009	2010
Glebe	63.3%	62.9%	65.9%
Glos	76.2%	75.4%	76.2%
National	71.0%	72.0%	71.0%

Our priority became clear that we needed to develop the children's inference and deduction skills and give them more opportunity and engagement with a wider range of books and genres.

Through a contact at Pearson we were given the opportunity to trial new reading materials and be an advocacy school for BugClub. www.bugclub.co.uk

BugClub was sold to us as it is the first reading programme which combines both paper and e-books

As the paper materials began to arrive for proofing I noticed a large number of trademarked characters such as Ben10, Angelina Ballerina. Instantly the children I was trialling with wanted to read these stories. Particularly the boys! It encouraged them to want to read the books and it really grabbed their attention.

Whilst the texts were engaging, it was the online element we were particularly interested in as it asked the children questions about the texts that they had read and rewarded them with points when they got the answer correct. The questions asked addressed different AFs and became more complicated as the levels of the texts increased.

By the time we made it to end of KS1 assessment I was excited to see the impact that it had made on our 2b+ children.

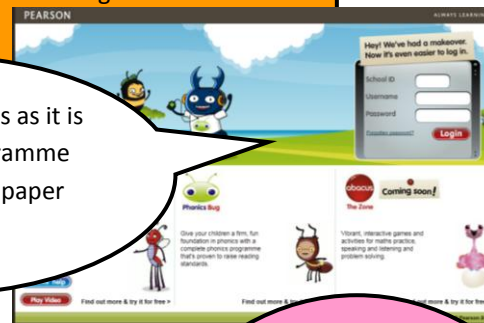Our 2b+ levels were recorded at 76%

And we got a staggering 45% who reached Lvl 3 in reading! With 28% of our boys achieving Lvl 3!

The next step for us is to maintain this momentum and utilise the AF data that BugClub produces more fully to enhance our APP assessments in reading.

From February half term we began to use Bug Club in the classroom as a guided reading activity. This gave children, who may not have had regular access at home the chance to access it in school. This completely re-energise the programme and children were electing to go on BugClub even during free choosing times and when the computers were on in the classroom before school starts.

Initially we gave the children log in details and we used it as homework up until February half term. This was the most time consuming part, although relatively easy to do, for each child only their first name, surname and year group are required and the website generates passwords (Animal names) for them. The other teething problem we had was in grouping children to make allocating books, quicker. Once children are in a group it is almost impossible to change them from that group to another one, In future I would just leave the children as individuals, as allocating books is a simple a quick task.

At Christmas I sent out questionnaires to receive feedback from parents which was overwhelmingly positive except for the fact that they would like the opportunity to turn off the read to me option on the texts so that the children can't just rely on the book to read for them.

As a teacher you can view this screen for each child. It shows you their level of accuracy for each AF for each book they have read. Green means right first time, orange is right after 2 attempts and red is right after 3 attempts. The grey 'blobs' are AF6 questions and have a written answer you can see when you hover over them. You can also bring up a graph that shows their level of competency at each book band level.

As children earn 'bugpoints' for successfully answering questions, they earn rewards (a healthy incentive to keep them reading) The rewards differ depending on the year group, but I found that even though some children completed all the rewards they could get, they still kept on reading and accessing the books. This was particularly the case with the boys in my class who were competing to see who's dragon (the Year2 reward) would grow the biggest. Although I find myself drawn at children only wanting to read to earn points to make their dragon grow, the fact that I had boys reading between 3 and 5 extra books a week and answering questions on them soon calmed that fear.