

All Saints' C. of E. Primary School Infant Reading Volunteer Guidance



Dear Infant Reading Volunteer

We are, in a small Victorian school, fortunate to have a space which we can use as an Infant Library. This space, because of the nature of modern schooling, takes on many roles. As a result it is easy for a multi-use space to look and become unloved and for good books to become tatty and inaccessible. Because All Saints' aim to provide a curriculum with outstanding educational experiences, it is only right that we think how we can best use this space.

We are therefore *very grateful* for the support you as reading volunteers give our children. Your help means that children are heard reading at shorter intervals than would usually be the case—due to the time demands of the curriculum. By fostering a love for reading early on, our children are being set up for success in their learning careers here at All Saints'.

To ensure that children get the most out of their reading time with you, we have provided the following guidance. We hope it will be useful.

Practical Arrangements

Policies

We ask that you familiarize yourself with the content of the All Saints' document named ***Adult Helper Guidance***, which makes clear procedures for dealing with:

- Safeguarding
- Fire Evacuation Procedures
- Health and Safety
- Confidentiality
- Behaviour

This separate document is available to all volunteers at the school office.



Attendance and Arrival

Please can that volunteers arrive up to 5 minutes in advance, ready for the reading session. Volunteers need to sign in upon entering the building and wear a volunteer badge. The class TA will hand the class reading list to the class' reading volunteers. If you sign up for a library time, we are relying on your support. Therefore, if you are unable to volunteer for any reason, or if you are going to be late, please inform your class rep and office so that alternative arrangements can be made in time.

We ask:

- Do please continue on from where the previous volunteers left off
- Do please only read with the children on the list. If a child's name is not on the list, then there is reason for this.

Collection of Children

Only the first child you read with should be collected from the classroom door.

We ask:

- Subsequent readers should be sent for by the child you just finished with.
- We have found that the children are more easily distracted by the presence of a parent at the door rather than that of one of their peers.

Communication

Communication is vital for impactful reading support. Any concerns during your reading session can be raised with the class TA at the end of the reading session.

<p>Questions where we find and talk about how books and stories are organised.</p> <ul style="list-style-type: none"> • Is this real or made up? • Where is the ... (title, page number...)? • What is this page for? (contents page etc.) • Is this fiction or non-fiction? • How can I find out about (words – glossary, specific facts – index). • What is the job of ... (heading, sub-heading, diagram)? • Were you surprised by the ending? Why? • What does ...? Do? (exclamation mark, comma etc) • Why is a different font used here? 	<p>Questions that help us explain how writers use words and how particular words and phrases make a text more powerful.</p> <ul style="list-style-type: none"> • Which words rhyme? • What do you think this word / phrase means? • What does this word/phrase tell you about the character? • How does the author make the character frightening / sad/ funny etc.? • What does that word tell you about the character / setting? • Why do you think this is a good word to use? 	<p>Questions about why the writer has written the text, what the writer thinks and what we think about a text.</p> <ul style="list-style-type: none"> • Did you like this story? Why? • Have you ever does anything like ... (name character)? • Do you know any other stories that have a character/theme like this one? • What would you ask the author? • Does the author make this character a goodie or baddie? How? • Why do you think the author ended/ started the story that way? • Does the writer like ... how do you know? • What is the best part of this story? Why? • What is the text telling us about?
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<p>To find different ways to read words and phrases. Including reading for meaning.</p> <ul style="list-style-type: none"> • How can we work out what this word says? • Can you break this word down? • Does that make sense? • Can you read that sentence again with expression? • Can you see a word inside the word that you know? • Is it like a word you already know? 	<p>Questions where we need to select and retrieve information from texts.</p> <ul style="list-style-type: none"> • What is happening at the beginning/middle/end of the story? • Tell me two important things about ... • Which word/sentence tells us ...? • Is ... true/not true? • How are ... same/different? • Who said ...? • Which part of the text tells us ...? • Who was the character that ...? 	<p>Questions that make us search for “clues” to comment on characters, motives, events and ideas as well as making predictions.</p> <ul style="list-style-type: none"> • What might happen next? • What can you tell me about this story from the cover/pictures? • Can you explain the use of the word ...? • Why did he feel ...? • How did the character feel before... and after ...? • How do you know that ...? • What might ... have been thinking when they..?
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Confidentiality

Continuing on from the Confidentiality point raised in the *Adult Helper Guidance*, we acknowledge that there is the temptation to compare your child, or that of another parent, to the children you are reading with. Filtering such opinions to other parents can be disruptive of the good work staff is doing and can lead to an erosion of trust between parents and the school. Staff have a whole picture of the child which might not be apparent to outsiders. We ask that parents refrain from making judgements on pupil ability and then passing these judgements on to others.

Outstanding Library Books

A system generated letter will go home to the children who have not returned their library books in a reasonable amount of time. We do not want any helper to be in a difficult position feeling they have to speak to parents about book returns. Staff will take on this task and we ask for your understanding in this matter.

Top Tips

Reading success can be judged by two main criteria: the ability to correctly read the text (word reading) and the ability to make sense of it (comprehension). Below are lists of tips to support both stages of reading.

Word Reading	Comprehension
Scan the page from left to right Have strategies for tackling unfamiliar words Use pure sounds when phonetically decoding Recognise sight words or tricky words Make use of pictures	Add expression to show meaning Read ahead Self-correct Build fluency and accuracy Test understanding through questioning

Phonics

“Schwa”

We teach children pure sounds, which means that the schwa sound (-uh) which typically appears with younger readers are actively discouraged. An example would be the words bottle (b-o-tt-le) which would then be blended into a word which would be heard as bu-o-tu-luh. If you are unsure what the schwa is, please ask the class TA who will gladly explain. You can also see an example of how pure sounds are pronounced at <https://www.youtube.com/watch?v=EYx1CyDMZSc> or by googling “How to say the sounds”

Tricky Words

You will be familiar with tricky words from your child’s own reading. These are words which cannot be sounded out. They include for example I, the, he, do, do, two four, before and many more.

Questioning

Over the following two pages questions have been grouped to promote either word reading skills or developing comprehension skills. We suggest focussing on questions from the blue row, as these form the foundation for good comprehension.