

Junior Library Reading Volunteer Guidance

Dear Junior Library Volunteer

One of the main aspects of your role will be to support children in choosing a book. As you will only be too aware, this develops, or furthers, a love of reading. As you will be at the proverbial coalface, we thought it might be useful to have helpful hints at your disposal for exactly this purpose. If you have any further questions after reading this guidance, please do not hesitate to contact the class teacher or Mr RV.

Practical Arrangements

- We ask that you read the All Saints' document called *Adult Helper Guidance*, which makes clear procedures for dealing with:
 - Safeguarding
 - Fire Evacuation Procedures
 - Health and Safety
 - Confidentiality
 - Behaviour
- Volunteers must sign in upon entering the building and wear volunteer badge.
- If you sign up for a library time, we are relying on you to show up. If you cannot make library time 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.
- It is good safeguarding practice that no adult should be alone in a room with a child. The school would require at least two reading volunteers to run the library.
- As part of the loan and return process, please could you assist the children by re-shelving books.
- We use Junior Librarian to help circulate books. Directions for using the program can be found in a plastic folder at the computer in the library. If there are any particular IT issues, please do not hesitate to contact Lisa Stone, who will be more than happy to help.
- No food is allowed in the Library. Water in a bottle is allowed.
- Children have one week to read their book. Please take that into consideration with the child. They may renew it for a reasonable amount of times. Please consult with the classroom teacher or teaching assistant if you have any questions regarding a child's book selection.
- Please remind children who have not returned their 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 having to have to speak to parents about book returns. Staff will take on this task and we ask for your understanding in this matter.

In school we read with a variety of pupils abilities. We will firstly touch upon those who are seemingly behind their peers in their reading.

Are they reluctant, or are they struggling?

There are two main types of worry when a child is making slow progress or not progressing in line with their peers. Some children simply aren't interested in picking up a book. They seem to be able to read the words quite well – it's just that they don't want to. We call this group of children reluctant readers and research shows that they are often (but not always) boys. The trick is to switch these children on to reading by using their interests: magazines about computer games, books about super heroes, instructions on how to build a model, comics – whatever works.

The second type of worry parents have is when their child just can't seem to remember the sounds of letters or remember common words from one day to the next. Reading is a slow and painful struggle, distressing for your child and distressing for you to watch. These children we can call struggling readers. An important way you can support a child who struggles with reading is to choose books that are easy on the eye. For struggling readers, pages and pages of text in a tiny font with no illustrations can be very daunting and very difficult to read. Luckily, there are lots of things you can look out for when choosing books for a struggling reader.

Top Tips when Choosing a Book with Struggling Readers

<p>1. Paper Nice, thick paper is best so that the other side doesn't show through. Matt paper is better than glossy.</p> <p>2. Backgrounds Text on white backgrounds can be too dazzling – cream backgrounds are easier on the eye.</p> <p>3. Font A plain 'sans serif' font such as Arial and Comic Sans is easier to read than a 'serif' font such as Times New Roman.</p> <p>4. Size and spacing of font Avoid fonts that are too small. There should be plenty of spacing between words and letters.</p> <p>5. Text features Avoid <u>underlining</u>, <i>italics</i> and BLOCK CAPITALS as these make the text harder to read. Bold text is fine.</p> <p>6. Line length It can be difficult to read lines that are too short or too long.</p>	<p>7. Too much text Long paragraphs of text can be tricky to read and off-putting for struggling readers. It is easier to read a page where text is broken up into boxes and lists.</p> <p>8. Page layout Avoid pages that look cramped, or where words overlap illustrations or text appears over patterned backgrounds. This is ok if text is placed in a cream box, e.g. as is often the case in comics.</p> <p>9. High-low There are many high-low books published for struggling readers, this means that the content appeals to the actual age of readers but the text has been written for a lower reading age.</p> <p>10. Making a connection Struggling readers will find it easier to engage with topics and issues they can make personal or emotional connections to.</p> <p>11. Linear plots Avoid complicated plots – flashbacks, time shifts, and confusing changes in point of view. Choose stories with straightforward plots that are easier to follow.</p>
--	--

Tips When Choosing a Book with Reluctant Readers

1. Reading for pleasure

Levels and book bands are useful tools, but it's most important to focus on making reading fun and exciting. To avoid making reading feel like a chore or a race, be interested and impressed by whatever the child is reading. Listening to stories is a great way to nurture a love of books, so feel free to read a page to the child to warm-up the text. It also helps a child to access interesting content above their reading level. As they get older, take it in turns to read a sentence, page or chapter each.

2. Make it funny

Some children will enjoy snot jokes and slapstick; others will like tales of naughtiness that turn familiar rules upside down. Experiment, and see what sticks.

3. Think outside the bookbag

Try graphic novels, poems, joke books or magazines and comics – bite-sized texts can be more appealing than a traditional book.

4. Read for a purpose

From coding to origami, non-fiction books that give children a clear sense of purpose are always a big hit, and can be enjoyed without the pressure to read them from cover to cover.

Attention-grabbing content is vital – reluctant readers will abandon a book in seconds if they aren't hooked. Seek out non-fiction books that link to your child's existing passions, from fossils and football to snakes and space!

5. Copy and collect

If the child loves collecting things, they might get a buzz from working their way through a series. The best recommendations come from other children – ask around on the playground, or find out which books have a waiting list in your local library. Books linked to films or TV shows can be a good starting point.

Practical Arrangements

Collection of Children

For collection, can we ask that we follow the same working practise as in the Infants. You would collect the first child/two children from the class door with no interruption if possible (possibly from your own child) and thereafter the child returning to class will collect the next child.

Communication

We will try, as much as is humanly possible, to work on a one book in, one book out system. When a child has a re-issue for three to four weeks, please could inform the classroom staff. This will be followed up with parents by the teacher. It is important that we keep this line of communication with home. Where notices of non-returns are flagged up on the Junior Librarian system, please could you pass this on to the class teacher and Mr RV, so the school can progress with these.

Assessing the Difficulty level of a Book – the Five Finger Rule

As a rule of thumb we suggest that you might read the first page of the book with a child. If there are five words on the first page which the child can't read (or at least decipher with relative ease), then it might be that the book is too challenging and word reading might influence

Confidentiality

Continuing on from 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 destructive and lead to an erosion of trust between parents and staff. Staff has 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.