

Reading Volunteers

Rainbow Forge Primary Academy

A Reading Environment

Make sure the space is:
comfortable
clean and tidy
quiet

Have two chairs ready, a table, a pen and any records you need to keep.

How Children Begin to Learn to Read

1. Hearing stories and seeing others read



2. Talking about the pictures in books



3. Joining in repeated phrases in a favourite book



"The wolf huffed and he puffed and he blew the house down"

4. Distinguishing between pictures and words



5. Realising that words are read from left to right



6. Hearing rhymes and joining in with them as a book is read

"Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall"

7. Making up strings of rhyming words

Cat, sat, mat, hat

8. Hearing the initial sounds of words



9. Recognising letters from their name and matching to their sounds, then other letters

'T' 'o' and 'm' are in my name

10. Hearing the last sound in simple words e.g. the 't' in cat

11. Hearing the middle sound in simple words e.g. the 'a' in cat

12. Putting 2 then 3 sounds together to make a word

13. Children will also learn some familiar words by recognising the shape of the word, for example their own name, shop signs, brand names



Hearing FS2 and Y1

- ▶ They will only read a book to others containing the sounds they have learnt.
- ▶ We are looking for fluency, they may need to read a sentence a number of times.
- ▶ If they only ever sound out slowly they get into the habit of doing this and never build an understanding of what they are reading.
- ▶ Encourage them to sound out, then think about the word - does it sound right? If not sound out again, help them if they have forgotten a letter sound.

A Reading Session Y3 - 6

INTRODUCTION (5 mins)

- If the child is still learning phonics practice the tricky words and sounds that they are learning (ask class teacher to provide them ready)
- Ask the child to tell you the title of the book they are reading, ask who the author is, who the illustrator is.
- Ask the child if they know what kind of book - is it fiction or non fiction? Do the children know what genre it is? Eg horror, adventure, fantasy, science fiction etc if fiction or biography, information text, recount if non-fiction.
- If they have started to read the book ask them to summarise what has happened so far.

You may need to prompt with questions:

Who is the main character?

Where is it set?

How did it begin?

What is the problem?

- What do they think will happen next?

READING PRACTICE (the main part of the session - 10 mins)

To practice fluency you can use a number of approaches:

- Take turns reading a sentence/paragraph each (when you are reading they should follow the text in the book)
- Echo reading - you read a sentence/paragraph then copy you using correct intonation and expression
- Read together at the same time.

If a child struggles to read a word:

Break it down into sounds eg

S-c-r-a-t-ch

Use two pieces of paper to grow the word

Practise reading it a couple of times without sounding it out

Reread the sentence without sounding it out

CHECK FOR UNDERSTANDING (5 mins)

Ask the children questions about what they have read:

Retrieval (the answer is in the text) eg What colour was the man's coat?

Inference (the answer is not in the text but is inferred) eg Why was he scared? Why did he leave the shop?

Authorial intent (use of language): How did the author tell us that the character was scared? What words did the author use to show that it was cold?

Summarise: Can you tell me in two sentences what has happened in one we just read? Can you tell me the two main points in what we just read?

Prediction: What do you think the character will do next? What evidence have you used to make this prediction?

Recording

In the child's reading record, make a note of the date, book, and pages read. Then write 1 positive comment about fluency, and 1 about understanding. Write 1 target for next time

Eg You used good expression to show how the character was feeling. You could explain why the character went home. Next time remember to find the evidence for you answer in the text.

The class teacher will also ask you to fill in their record sheets.

Behaviour

- ▶ Show the child you are pleased to see them, use their name and check how they are feeling. Show excitement at the book they are going to read to make them feel special about reading it to you.
- ▶ Explain what you expect the child to do every session - Sit still, try their best and listen to you when you are talking.
- ▶ Praise them when you see this behaviour.
- ▶ If they are not doing these things, calmly remind them what you expect
- ▶ If you are finding a child's behaviour is preventing them from reading or they are rude, speak to a member of staff when the child is not there for further support.

Safeguarding

- ▶ Safeguarding is everyone's responsibility.
- ▶ If a child says something that concerns you, or you notice something that makes you worried you **MUST** pass this on, the same day, to a member of Rainbow staff who will take further action. A good rule of thumb is 'Would I be happy if my child looked/smelt/spoke/behaved like that?' If the answer is 'no' then pass it on.
- ▶ Protect yourself; always stay in sight and/or ear shot of other adults. Do not allow children to sit on your lap, do not offer cuddles or food/drink. Speak to children respectfully and professionally.

