




Reading Volunteer Training

September 2024

Thank you for volunteering, it makes a massive difference to our children!

Introduction
Word reading - decoding and fluency
Comprehension skills
Record Keeping





Introduction

Reading has 3 main components

1. Word reading and fluency
2. Comprehension
3. Reading for Pleasure

The third is easy, make your sessions fun and enjoyable, get to know the children you read with, come regularly, smile, be enthusiastic and use lots of praise!

Decoding

- Decodable words - words that can be read using these strategies:
- Segmenting - what sound do these letters make? n - igh - t
- Blending - how do they sound when they are combined? night



How we teach blending

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>

- We teach alternative pronunciations for reading ie - what is this word? j - ie -f
- Is it ie as in tie and pie or ie as in thief, belief
- It is important you know how to say the sounds correctly. Please use the parent pages on the Little Wandle website to revise them.



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabSupportForPhonics>

Tricky words and prosody

- What tricky words are and how we teach them.
 - Words that have parts that the child has not learnt yet.
 - For example the words 'she' and 'he' come up a lot so children need to read them early on but phonetically they should be **h-ee** & **sh - ee**.
 - So we teach them that the tricky part is the **e** and it sounds like **ee**



How we teach tricky words

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>

- What prosody is.
 - Reading a text aloud accurately with fluency, expression and pace that shows a child understands what they are reading.
 - Ask the child to read a sentence once to decode then a second time with 'prosody'

Comprehension skills

The Totally Pawsome Reading Gang is a group of characters who help with talking about books. There are 5 main reading skills.



Vocabulary Victor



Rex
Retriever



Predicting Pip

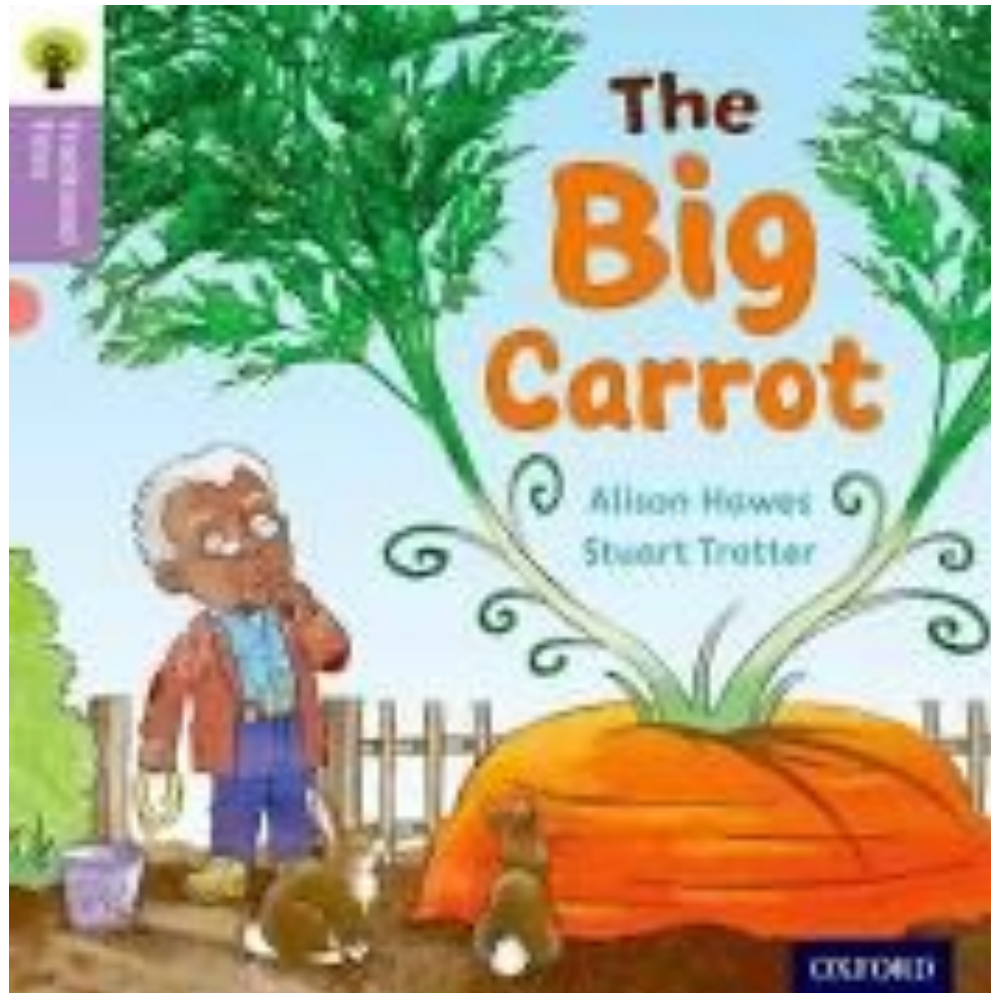


Inference Iggy



Sequencing
Suki

I am going to use this book to demonstrate how to ask questions about a book.



What Does **Vocabulary Victor** Do?



Draw on knowledge of **vocabulary** to understand texts.

This means that he is there to help you to think about the **words** the author uses.

He might help you to:

- work out **what words mean**;
- ask you to **find words** that the author has used;
- ask you to give another word which **means the same** as one of the author's choices.





What Might **Vocabulary Victor** Ask?

Vocabulary Victor might ask questions like these:

What does this word tell us about...?

Which word did the author use to describe...?

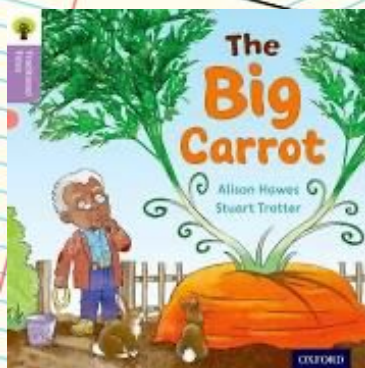
Can you think of another way of saying...?

Can you find any adjectives in the text?

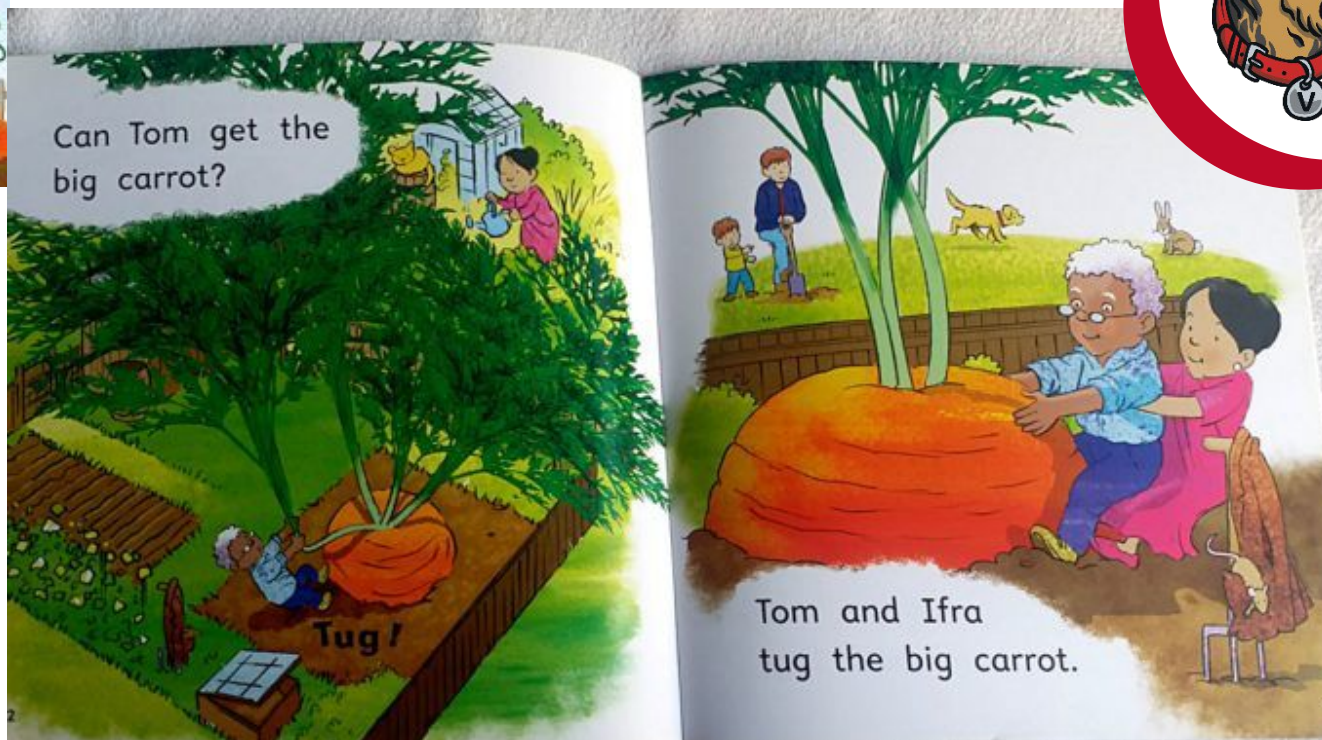
How can we work out
what this word might mean?

Why did the author write this word
in capital letters?





Example of Vocabulary questions



Point to what in the picture helps us understand what 'tug' means.

Can you think of another word for 'tug'?

Can you show me how to 'tug' something big?

Have you ever 'tugged' something?

What Does **Rex Retriever** Do?



Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

This means that he is there to help you to answer questions by **finding the answer in the text.**

He might ask you:

- what the characters are called;
- what the characters do;
- what you have learnt.
- can you use the contents page to find....



What Might **Rex Retriever** Ask?

Rex Retriever might ask questions like these:

Where is the story set?

Who is the main character in the story?

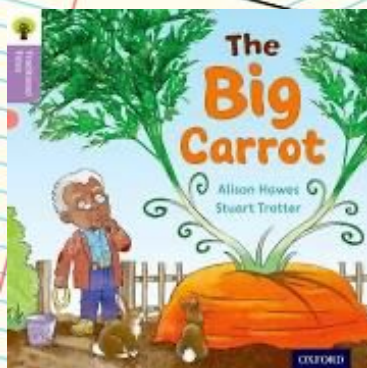
How is the problem resolved?

Can you tell me one fact you have found out in this text about...?

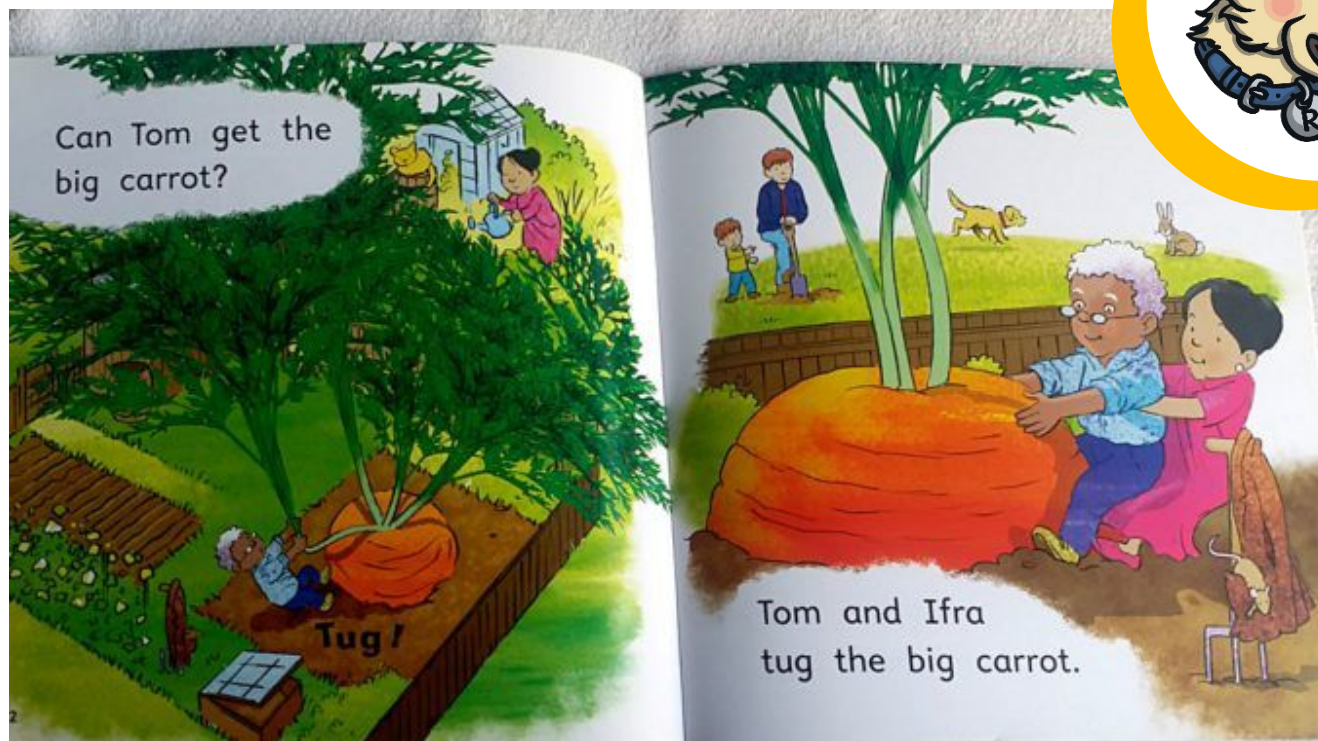
Can you use the contents page or index to tell me where I could look if I wanted to know more about...?

Which part of the story did you like the most?
Why?





Example of Retrieval questions



What is the setting of the story?

Who are the characters?

What are they trying to do?

What Does Predicting Pip Do?



Predict what might happen on the basis of what has been read so far.

This means that she is there to help you to see into the future.

She will try to help you to:

- work out what might happen next based on what you have already read and what you know about that type of text.





What Might Predicting Pip Ask?

Predicting Pip might ask questions like these:

What do you think will happen next?

What do you think the character will say in reply to that?

What do you think that this book will be about?

How do you think the story will end?

Do you think that this story will end in the same way as another story you know?

Can you draw what you think might happen next?



Example of Prediction questions



What do you think will happen next?

Why do you think that?

What do you think the characters might say when that happens?

What Does **Inference Iggy** Do?



Make **inferences** from the text.

This means that he is there to help you to **hunt for clues** in the text.

These clues might help you to work out how someone is feeling, why somebody did something or why something is happening.

The two types of question that Inference Iggy likes to ask most are:

- why?
- how do you know?



What Might **Inference Iggy** Ask?



Inference Iggy might ask questions like these:

What do you think the author meant when...?

How do you think this character is feeling?
Why do you think that?

What effect did the author want to create
by...?

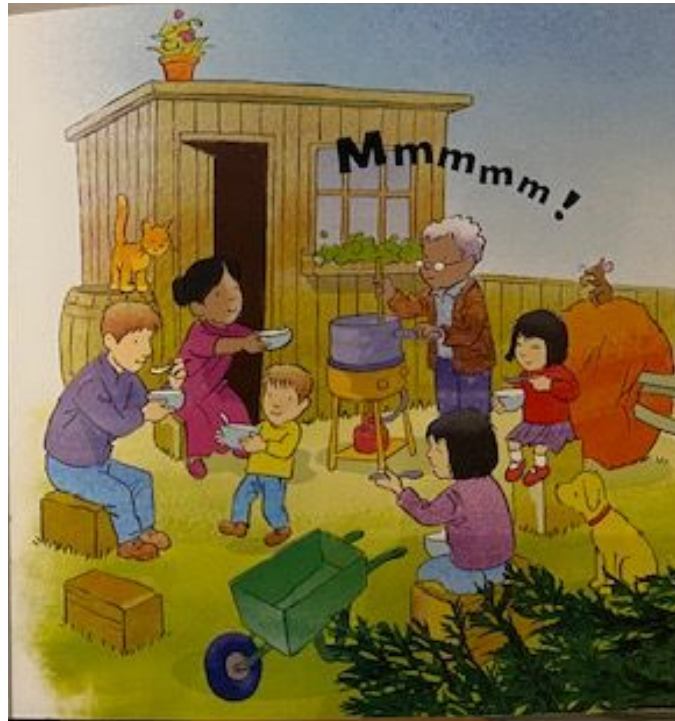
Can you find words which show how the
character feels about...?

Why do you think the author uses this
particular word?

How do you know that the character is
feeling...?



Example of Inference questions



What are the characters eating?

How do you think they are feeling? Can you find any clues that tell you?

Why does the author use the word "Mmmmm"?

What Does **Sequencing Suki** Do?



Identify and explain the **sequence** of events in texts.

This means that she is there to help you to think about the **order** things happen in.

She might ask you:

- to put different events from the text into the order that they happened;
- to match events to the day or time they happened;
- what happened first or last.





What Might **Sequencing Suki** Ask?



Sequencing Suki might ask questions like these:

Who do we meet first in this story?

What is the last step of these instructions?

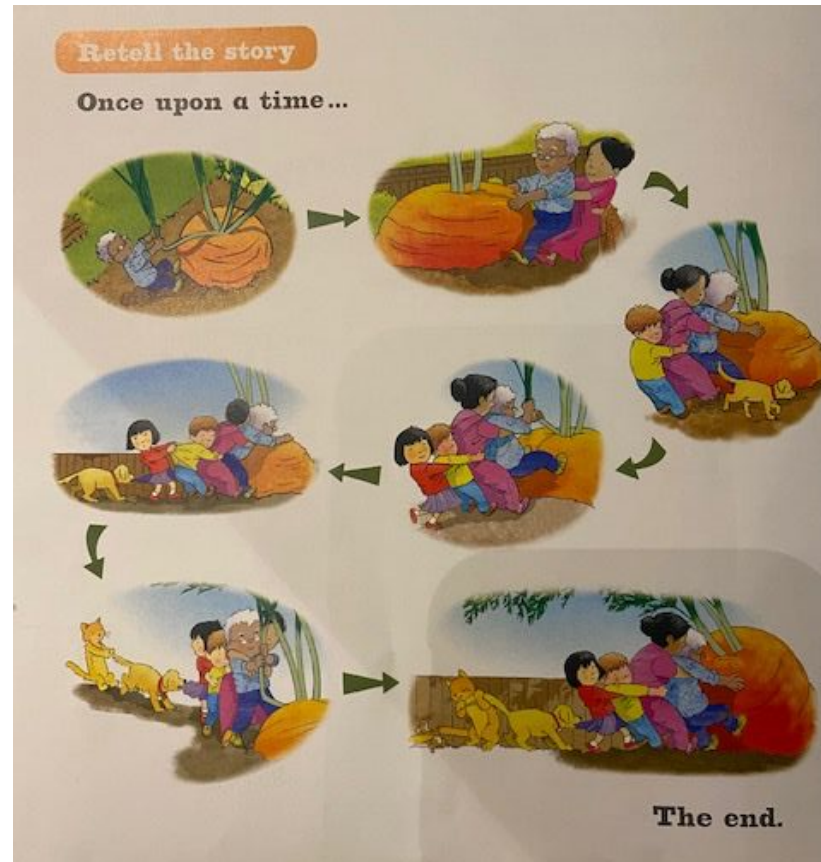
Can you draw a story map of the events?

Can you sum up what happened in this story?

Can you draw a picture to show what happened at the end of the story?



Example of Sequencing questions



Who tugged the carrot first? Who was next?

Can you draw a story map of the events?

What happened at the end?

Other questions

Opinion

- Did you enjoy the story? Which was your favourite part?

Link to own experiences

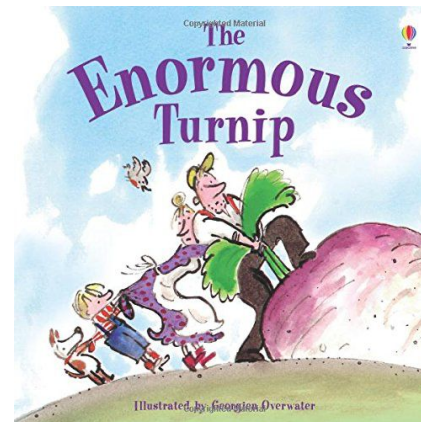
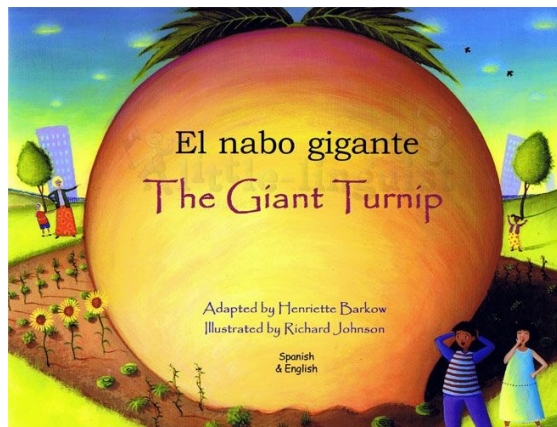
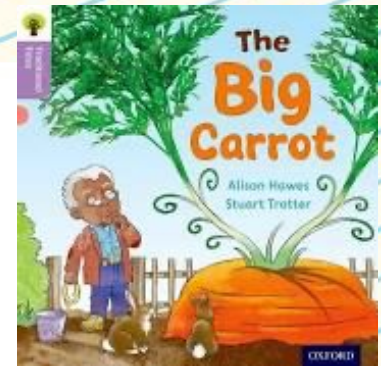
- Have you ever grown a vegetable? Have you ever had carrot soup?
- Have you ever had to get your friends to help you do something difficult?

Link to other areas of the curriculum

- Science - How do carrots grow? PSHE – Why is it better to work as a team?

Make links to other stories

- Does this book remind you of any others?





Record Keeping

Please make a note in the child's reading record that they have read with you:

- Date, Name of book, Your name/signature
- A quick positive note i.e.
 - good decoding
 - good progress with prosody,
 - read tricky word 'xxx' independently,
 - segmented and blended well
 - increasing confidence
 - answered questions well
 - learnt new word (xxx)
 - predicted what might happen next
 - could sequence the story.

Class record - your class teacher will give you a one to one reader sheet to complete in class, please fill it in before you leave.





Important Bits and Pieces

- DBS and 2 References
 - Please make sure we have these asap.
 - Please ask Nadia in the office to help if we do not have them yet.
- Please make sure you know which class you are reading with
- Please arrange a regular time with your class teacher to come and read.
- Please try and be regular and consistent
- If you can not come please let your class teacher know at the door, or call/email the office.

Thank you for volunteering!

Burlington Volunteer One to One Reading Guide

- Be enthusiastic, positive and get to know the child.
- Ask the teacher or TA what the child needs to focus on.
- Look at the book, read the title together.
- Ask the child to read the first page, focus on decoding. Help them choose the best alternative pronunciation of any phonemes. Ask them to decode in their head if they can before saying the word out loud.
- Help spot any tricky words. Help them find the tricky part in tricky words.
- Ask the child to read the page again focussing on fluency and prosody.
- Repeat for other pages
- Ask the child comprehension questions as you go along:
 - vocabulary - stop and talk about new words
 - retrieval - ask a question about what has happened or a fact they have learnt
 - inference - ask about how a character might feel or describe a character
 - prediction - ask what might happen next using clues in the text
 - sequencing - retell what has happened
- Praise the child -
 - be specific - "good blending", "great prosody", "I like the way you answered that question"
- Fill in the reading record and class record sheet.

Thank you for helping

Any questions - please ask Mrs Davies, your class teacher or TA.