



VOLUNTEER READER GUIDELINES

2015

Firstly, thank you for volunteering to hear our pupils read. Your time and input is very much appreciated. We hope these guidelines help you to be as effective as possible but please ask if there is anything that is not clear.

Arriving and Leaving

Please enter and leave the school by the main office and sign in and out of the Visitors Book. This is to ensure that in the event of an emergency we are aware of the numbers of people in the building. Whilst in the building, please wear a 'Visitor' badge. Please also check the fire alarm procedures on display in every room as a precaution.

Safeguarding

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check. Please refer to the school's Safeguarding Children Policy for more information. If you do not hold a DBS, you must be accompanied by another adult who has.

Confidentiality

During your time in school you may glean information about the children in our care. We expect complete confidentiality at all times; children's behaviour, ability and attitude to learning may become obvious to you, and we ask you not to share these insights outside of school.

If you hear something that concerns you please share this with the Class or Head teacher.

Hearing Children Read

- Find a comfortable place to sit – get chairs from other places if needed.
- You may need time to settle or put the child at ease.
- It is important to position the book correctly so that the child may look directly at the page.
- The amount of time spent reading with a child varies depending on their age and aptitude but will usually be between 5-10 minutes.
- Record that you have listened to the child read on the class reading list.

If the child has a problem with a word:

- Let them guess the word from the meaning of the sentence and by looking at the picture.
- See if they know the sound of the first letter.
- Encourage them to break the word into small parts.
- For older pupils, try reading on to the end of the sentence and returning to the problem word. They will often be able to make a correct guess.
- If all of this does not work, just tell the child the word and let them carry on, then the flow of the story will not be broken.
- Always leave time to discuss the story and illustrations.

Changing Books

Reading books are colour coded according to reading ability levels. Either change the book for the next in the reading scheme or if the child is older allow them to choose another book in the same colour band.

Please **do not** change the child to another colour band. This is always the responsibility of the teacher.

Feedback with staff

Staff will want to hear how you got on, but there may not be time between lessons. Please jot down any concerns or insights you may wish to share if you don't have the opportunity to speak with the teacher directly. These can be noted on a separate sheet or on the back of the class reading list.

TIPS TO SUPPORTING READING

1. Start by looking at the pictures, the title or by talking about what has happened in the story so far:
 - What do the pictures show us?
 - What characters might there be in the story? How do you know?
 - What might the story be about? How do you know?
 - What has happened so far?
 - Tell me about the characters – what are they like?

2. Model some reading to the child, if they are young:
 - Follow your finger under the words.
 - Show them how to break up some words, when you are confident in doing so.
 - Ask the child to break up a word and sound it out if it is phonetic.
 - Talk about what you are reading – what is happening? How do you know?

3. Ask the child to read:
 - They may follow the words with their finger if they need to.
 - Stop them when they mis-read a word.
 - Ask them how they might work out what the word is.
 - Use pictures, clues in text, sounding out the word, reading ahead to find out the context.
 - Do not stop them too much.
 - Whisper some words they do not know – they read the word you have whispered so that they can read without too much interruption.

4. Ask them questions:
 - Word level – what strategies do they know/need to know?
 - Sentence level – what do they understand about the text?
 - Text level – what do they understand about the book, authorial intent, purpose?
 - If they are not sure on any answer, model/show/tell them what the answer is. Tell them how you worked it out.

5. Keep a balance between stopping their reading for questions and correcting, and their flow of reading to understand and enjoy the text.

6. Give positive and supportive feedback:
 - Fill in the assessment record with something they can do, something they need to do and any other information you think the teacher might need to know.
 - Put the date, what has been read and initial/sign next to it.
 - Let the teacher know immediately if the book is not right for the child.

7. Give supportive feedback. Be enthusiastic and interested:
 - Be positive.
 - Be encouraging.
 - Talk about what you like too.

Mrs C. Musty
October 2015