



A Guide for Reading Volunteers at Anlaby Primary School

Thank you for becoming a reading volunteer at Anlaby Primary School. Our children love to read and it is fantastic that you are giving them an opportunity to read regularly! We feel that the involvement of parents in children's education is vital and we encourage active participation in many ways.

The aim of this leaflet is to give you all the information you need to make your time both worthwhile and enjoyable. We thank you for your support.

Safeguarding

There is now a requirement for schools to carry out a Disclosure & Barring Service (DBS) check for all staff and volunteers who have regular contact with children. All schools need to hold a register of the checks undertaken. In order for you to work in school as a volunteer, you will need to complete a DBS form (available from the school office). Please be assured that all information will be treated in the strictest confidence and that these checks are done only in the best interests and safety of the children. When you first start as a volunteer helper, you will be given a copy of the school's Safeguarding Policy.

If a child tells you something that causes you concern, please inform the class teacher as soon as possible after the disclosure. Ensure that this is done in an appropriate setting so that others cannot overhear.

Security - On arrival at school, please sign in at the office where you will receive a volunteers' badge. For a variety of Health and Safety issues, it is very important that we know exactly who is on the school premises and where they are. At the end of the session it is necessary to return to the Office to sign off and return the badge. At all times we need to know who is in the school.

For your own protection/safety we ask that parents do not enter the classroom unless the class teacher is present.

Confidentiality - It is very important that all staff, parent volunteers and other adults working in the school work to a policy of confidentiality. You may see children struggling with work, be upset or hear/see other information concerning a child while you are with us in school. It is vital that you do not share anything about specific children with friends or family or a child's parent (if you know them). The teachers have the responsibility of informing parents of any concerns about a child.

Volunteer Guidelines

- Volunteers working in classrooms should do so on the understanding that they support the teaching staff and will not pass opinion on such matters as behaviour or teaching styles outside the school.
- Volunteers in school are asked not to use the time to deal with issues regarding their own children. If you wish to speak to the class teacher or another member of staff, you should make an appointment in the usual way.

- Volunteers are respectfully asked that they dress appropriately for being in school.
- Please do not worry about your child's behaviour while you are helping as often he/she will behave quite differently if mum/dad/carer is there. Most children soon get used to their parent helping in class and settle down after a few weeks.
- Please encourage the children to be independent - we expect children to try everything themselves before we help them.
- If you are unable to be in school, please let the class teacher know either in person (if you already know in advance) or by telephoning the office.
- Please note that parents might not be allocated to their child's class.

Break-time arrangements – cold drinks will be provided free of charge and can be drunk in the classroom if the teacher is present or in the area outside of the office. Volunteer helpers are not allowed in the staff-room due to confidentiality issues.

How to introduce a new book to a child

Before children begin to read a new text they need information about the book that will make the first reading experience as successful as possible. This will make it an enjoyable experience for the child and the adult.

- Look at the cover for as much information about the story as possible (picture, title, blurb)
- Ask what the story could be about
- Talk about / tell the story in the book by using the pictures as prompts
- Tell and point out the character names
- Make links to their experiences (holidays, owning a pet etc.)
- Tell them how the book works e.g. are there phrases or sentences that repeat? Are there any words that rhyme?

Reading with the child (*word recognition and using word skills*)

Let the child attempt as much as they can on their own. If they get stuck, remind them to use their phonic skills.

To help them read unfamiliar words remind the children to:

- Look at the first letter / sound of the word and say the sound with them (*Never ask a child "What sound can you hear at the beginning of this word?"* Say the sound at the start of the word with them - show rather than ask)
- Spot the phonemes and sound talk the word - then blend together to read whole word
- PRAISE! Children need to be praised when they use these skills

Reading for meaning

When you are reading with a child it is useful to check if they have understood what they have read by using *some* of the following strategies:

- Encourage him / her to predict what is going to happen next when you first look through the book together.
- Link the events in the book to something in the child's experience

- Stop every so often and encourage the child to put a picture of what happened in their minds. This really helps later on when there are no pictures to go with the text.
- Ask questions after reading about what has happened in the story (this is extremely important)

Using Question Prompts (*Assessment Focuses for reading – specific questions*)

- Use the coloured question cards or question booklet to focus on specific aspects of reading (AF1, AF, AF3 etc.)
- Ask - Does that make sense? Try that again and think what would make sense. Have a look at the picture. You said “x” does it fit here? Read it again and see
- I liked the way you noticed something was wrong. You said ‘...’ – does it look like that? I liked the way you tried to work it out. Were you right?
- You made a mistake on that page/that line can you find it for yourself?

Other possible discussion questions when hearing children read:

The following are examples of the types of questions to use when discussing a story.

What was the story about?

Who was the main character?

What sort of a person was he?

Was that a sensible thing to do?

What should he have done?

Which part did you like best?

What would have happened if...?

Try to relate some ideas to the children's own experiences. i.e.

Can you....? Have you ever?

See also the set of cards provided during the training session. The cards provide a variety of questions to discuss during a reading session with a child.

The aim of the reading session is for the child to enjoy the experience and feel like they have been successful by the end of it!

We hope you enjoy your time as a Reading Volunteer. If you have any queries or any good ideas on how we can improve something, please let us know – we are always willing to listen.

Janine Power

Pupil Premium Champion

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