

# Volunteer Readers at Anlaby Primary School

Hearing Children Read in School

# Reading at Anlaby Primary School

Learning to read is the most important thing children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want our children to love reading and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

Thank You for volunteering to become a reading volunteer and offering children the opportunity for additional reading time in school with an adult.

# The aims of today's training:

To support you to listen to children reading.

To develop a deeper understanding of what a 'good reader' is.

To share with you the school's approach to teaching phonics.

To give you strategies to use as a reading volunteer.

# Why is Reading So Important?

- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in all other subjects
- Children learn how language works
- Children develop a love of reading.

# What is it that a good reader does?

- The main purpose of reading is to build a visual image of the text

Decode

Understand

Respond

# A Good Reader ...

- takes meaning from the text
- understands what they have read
- listens to themselves as they read
- asks questions as they read.
- goes back and re reads if it doesn't make sense
- makes links with their own experiences
- visualises as they read

# What Does Good Reading Sound Like?

- Fluent
- Well Paced
- Independent
- Expressive
- Takes account of punctuation

In fact good readers make reading sound like talking

# The Reading Experience for Children

60% accuracy

I libbled spig in the croopit on a Morflip hicklepulg. It was filp after we yambled into Huphlup Greep. The webble was yisking. Blord had ippen we'd be yambling just in shrud for the exime. Troosey ugo was there. Just me. The greks were inside the voldal with Yabba Hoost, mirriming about the diggle.

# 90% accuracy

I libbled him in the garage on a Sunday holfding. It was the day after we moved into Falconer Greep. The winter was ending. Mum had said we'd be moving just in shrud for the spring. Troosey else was there. Just me. The others were inside the house with Yabba Dear, worrying about the baby.

# 94 – 95% accuracy

I libbled him in the garage on a Sunday morning. It was the day after we moved into Falconer Greep. The winter was ending. Mum had said we'd be moving just in time for the spring. Troosey else was there. Just me. The others were inside the house with Doctor Dear, worrying about the baby.

# How is reading taught these days?

The way reading is taught has changed over the years, and the current favoured method in British primaries is through phonics.

The Government has backed this approach and it's definitely here to stay for the foreseeable.

# Read, Write Inc

All children in Key Stage 1 have daily phonics sessions, beginning with simple sounds and building up to more complex sound combinations.

This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children to learn to spell well.

We teach the children simple ways of remembering these sounds and letters.

# What is phonics?

- Phonics means hearing the sounds in words.
- Phonics is a really important strategy in reading.
- Over 80% of the English language is phonetically decodable (you can 'sound it out')

# Phonemes

- There are approximately 44 phonemes (sounds) in the English language
- (A phoneme is the smallest unit of sound in a word.)
- Take a look at the speed sounds charts

# Graphemes

So, phonemes are the sounds in words

- Graphemes are how these sounds are represented by letters.
- Some graphemes are single letters (for example the r in rabbit)
- Some graphemes have 2 or 3 letters in them

- **1 letter:**
- e, t, y
- **2 letters:**
- ai, ee, sh, ch, ng, or, oo, i\_e (like) a\_e (game)
- **3 letters:**  
ear (hear) igh (night)

- The children also need to practise reading (and spelling) what we call ‘tricky words’, such as ‘once,’ ‘have,’ ‘said’ and ‘who’.
- We call these ‘**Red words**’ because they cannot be phonetically sounded out.

# Reading for Meaning

- **Comprehension** is absolutely key. Even if a child can 'decode' the words on a page and read them out loud, it doesn't mean they'll truly take in what's going on. If they don't understand the story, then they will struggle to enjoy reading.
- To help with this, make sure you don't just listen to a child read - ask them some questions about the book too and make observations yourself.
- "Make up your own versions of what could happen next in a story you are sharing. Talk about what the author decided. What else could have happened?"

# Asking Questions

Asking questions teaches children to recognise if they have understood what they have read.

Teaching staff use a range of questions from a range of assessment focuses.

Please see the question cards that will help to tighten your questioning for KS1 children.

Please see additional questions for KS2 children.

# The Assessment Focuses

There are 7 assessment focuses we used to tighten and focus our questioning. We use these to develop children's understanding and promote thinking:

## **AF1**

- use a range of strategies, including accurate decoding of text, to read for meaning

## **AF2**

- understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

## **AF3**

- deduce, infer or interpret information, events or ideas from texts

## **AF4**

- identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

## **AF5**

- explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

## **AF6**

- identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

## **AF7**

- relate texts to their social, cultural and historical contexts and literary tradition

# Finally...

Remember to be supportive whether they are doing well or they are struggling:

Really praise the child for all of the words that they are getting correct. When you're learning to read, each new word read is a huge step.

## Any Questions

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