



Christ Church New Malden Primary School

INFORMATION FOR READING VOLUNTEERS



Thank you for becoming a **READING VOLUNTEER**

Here is some information about how to help children with
Reading



1:1 READING

Ideas to help children with their reading:

- 1) **Always praise the child's efforts** – for a child to progress as a reader he/she must feel confident and enjoy their reading. If the child makes a mistake, couch your comments in positive terms e.g. 'Yes, you're right, that word does start with a 't', but have a look at the sounds after it.'
- 2) **Don't think you can't tell a child difficult words** – if the child is struggling with a tricky word, it's fine to tell it to them. If it's a word that you think they will have come across before, or could sound out, or could guess from the pictures, encourage them to try to remember it, or to say the sounds, or to look at the pictures for clues.
- 3) **Don't jump in to correct mistakes too early** – this is important and hard for us to do! Wait until the end of a phrase or sentence to see if the child realises they have made an error before drawing attention to it.

- 4) **Remember that errors are good** – errors tell us a lot about a child’s favoured reading strategy.

For example, imagine the child is reading a page that has a picture of a boy eating a peach, accompanied by the sentence: ‘The boy eats the peach.’ The following different responses from the child tell us a lot about their favoured reading strategies.

Child says: “The boy eats the apple.”

It makes grammatical and contextual sense, and the peach could look like an apple in the picture. The child needs to be encouraged to pay more attention to the actual letters and sounds of unknown words.

Child says: “The boy eats the peanut.”

It makes grammatical and contextual sense, and the child has paid some attention to the letter sounds. They need to be careful to sound out all the sounds in the word, and use the picture for clues.

Child says: “The boy eats the beach.”

The child seems to be focusing on the words and sounds quite accurately (reading ‘b’ for ‘p’ is a common and minor error), but isn’t thinking about whether their reading makes sense. Encourage them to re-read the sentence and decide if it makes sense, and to look for clues in the picture.

Child says: “The boy eat the peach.”

This is a very accurate reading apart from the grammatical error ‘eats’. Was this just careless, or does the child frequently make grammatical errors?

An ability to re-read for sense is a vital skill for a child to develop when learning to read.

- 5) **Talk about the book before and after reading** – reading well is about far more than simply being able to decode words on a page. The best readers are able to recount stories accurately, make predictions about events or characters, draw inferences, relate texts to other stories they have read, and to their own experiences. Discussion around a book is as important as actually reading it.

Before starting, ask the child to tell you what they see on its cover. Ask the child what they think the book might be about. Why do they think this? Is there a blurb on the back? Read it and discuss.

Ask questions as the child reads (though not too frequently so as to interrupt the flow) – “What do you think will happen next?”

After finishing, ask the child if they enjoyed the book and why. Ask questions like, “What was your favourite part?” “Why do you think the character behaved in that way?” “What would you have done if it had happened to you?”

Try to make the questioning as varied as possible, ranging from simple retrieval of information to more complex questions that require a deeper understanding or further thought.

Further information can be found at the following websites:

<http://www.oxfordowl.co.uk/>

<http://www.literacytrust.org.uk/>

<http://www.topmarks.co.uk/parents/ten-tips-on-hearing-your-child-read>



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Reading Questions

Focus 1 → <i>I can understand the words I read</i>	Focus 2 → <i>I can select information</i>	Focus 3 → <i>I can understand the organisation and structure of texts</i>
<ul style="list-style-type: none"> ▪ Where does the story take place? ▪ When did the story take place? ▪ What did s/he/it look like? ▪ Who was s/he/it? ▪ Where did s/he/it live? ▪ Who are the characters in the book? ▪ Where in the book would you find...? 	<ul style="list-style-type: none"> ▪ What do you think is happening here? ▪ What happened in the story? ▪ What might this mean? ▪ Through whose eyes is the story told? ▪ Which part of the story best describes the setting? ▪ What words and/or phrases do this? ▪ What part of the story do you like best? 	<ul style="list-style-type: none"> ▪ Can you think of another story which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? ▪ Do you know of another story which deals with the same issues; e.g. social; moral; cultural? ▪ Which other author handles time in this way; e.g. flashbacks; dreams? ▪ Which stories have openings like this?
Focus 4 → <i>I can read between the lines</i>	Focus 5 → <i>I can identify a writer's viewpoint, and explain the effect on the reader</i>	Focus 6 → <i>I can reflect on what I have read</i>
<ul style="list-style-type: none"> ▪ What words give you that impression? ▪ How do you feel about...? ▪ Can you explain why ...? ▪ I wonder what the writer intended? ▪ What makes you think that? ▪ I wonder why the writer decided to...? ▪ What do these words mean and why do you think the author chose them? ▪ Has the author used adjectives to make this character funny? ▪ Why did the author choose this setting? 	<ul style="list-style-type: none"> ▪ What is your opinion? What evidence do you have to support your view? ▪ Using all the evidence available, can you tell me what you feel about...? ▪ Given what you know about ... what do you think? ▪ How would the views put across in this text affect your views on...? ▪ What would this character think about...? (Possibly a present day issue) 	<ul style="list-style-type: none"> ▪ What makes this a successful story? ▪ What examples do you have to justify your opinion? ▪ Does it work? ▪ Could it be better? How? ▪ Is it as good as...? ▪ How is it similar to...? ▪ How is it different to...? ▪ Is it as good as...? ▪ Which is better and why?

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Guidance for volunteers

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Thank you so much for your support, which will prove invaluable. Here are a few ground rules which will protect everyone.

- Above all aim to make the time enjoyable for yourself and the child/ren. If it stops being fun, then stop!
- Do let the office know if you are unable to come as planned so that we can alert the class.
- Keep all your insights observations confidential, only sharing them with key members of staff.
- Do let a member of staff know if you hear anything which concerns you. If it could be a safeguarding concern, contact Tabitha White, Headteacher, Andrew Burkinshaw, Deputy headteacher or Alex Roe, SENCO.
- Do speak to Ian Duncan so we can access a DBS check for you.

