The background is a solid orange color with a pattern of various leaf shapes in a slightly darker shade of orange scattered across it. The leaves are of different sizes and orientations, creating a subtle, naturalistic texture.

Reading Volunteers at Walter Infant School

Judy Wheeler

Thank you

- Thank you for expressing an interest in volunteering to help children read at Walter Infant School.
- As a reading volunteer you will play a vital part in supporting children to become motivated to read.
- You will also support them in developing pleasure from reading and re-reading texts to develop confidence and enjoyment from reading.

Volunteers

- We really welcome parents coming in to support reading in school. We will be holding training sessions for all volunteers in line with the expectations of the new curriculum.
- I am happy to run as many sessions as necessary and would really welcome your feedback.
- We also welcome grandparents or friends of Walter Infant School – all volunteers have to have an up to date DBS (Disclosure and Barring Service) certificate before they can come into school to support the children.

Reading at Walter Infant School

- We have made some significant changes to how we are going to teach reading at Walter Infant School from now on.
- The National Curriculum has different foci and expectations for reading now and we have changed our practice to ensure that we are able to meet the needs of all our children and to challenge them to be the best readers they can be.
- We have produced a document for you to take home or access on the school website which clearly details the expectations for Year 1 readers and Year 2 readers.

Expectations

- As a reading volunteer, you will not be teaching the children to read, you will be building on the skills they have already been taught in phonics and reading lessons.
- The children will be learning to read in guided groups, following the book banded system that has now been introduced in line with the National Curriculum.
- The books the children read with volunteers will either be 'home readers' which will be the colour below their guided reading book or a copy of the guided reading book that they have already read. Re-reading is a vital part of the national curriculum.

The National Curriculum

Word reading

In Year 1 pupils should be taught to:

- **apply phonic knowledge and skills as the route to decode words**
- **read accurately by blending sounds in unfamiliar words containing GPCs that have been taught**
- **read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word**
- **read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**
- **re-read these books to build up their fluency and confidence in word reading**

Comprehension

In Year 1 pupils should be taught to:

- **develop pleasure in reading, to feel motivated to read, and to increase vocabulary and understanding by:**
 - **listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently**
 - **being encouraged to link what they read or hear read to their own experiences**
 - **becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**
 - **recognising and joining in with predictable phrases**
 - **learning to appreciate rhymes and poems, and to recite some by heart**
 - **discussing word meanings, linking new meanings to those already known**

In Year 2... word reading

- Pupils should be taught to:
- **continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent**
- **read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes**
- **read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation**
- **re-read these books to build up their fluency and confidence in word reading**

Comprehension

In Year 2 pupils should be taught to:

- **develop pleasure in reading, to feel motivated to read and to increase their vocabulary and understanding by:**
 - listening to, **discussing** and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - **discussing** the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - **discussing** and clarifying the meanings of words, linking new meanings to known vocabulary
 - **discussing** their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Comprehension

- **understand both the books that they can already read accurately and fluently and those that they listen to by:**
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - **answering and asking questions**
 - **predicting** what might happen on the basis of what has been read so far
- **participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say**
- **explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**

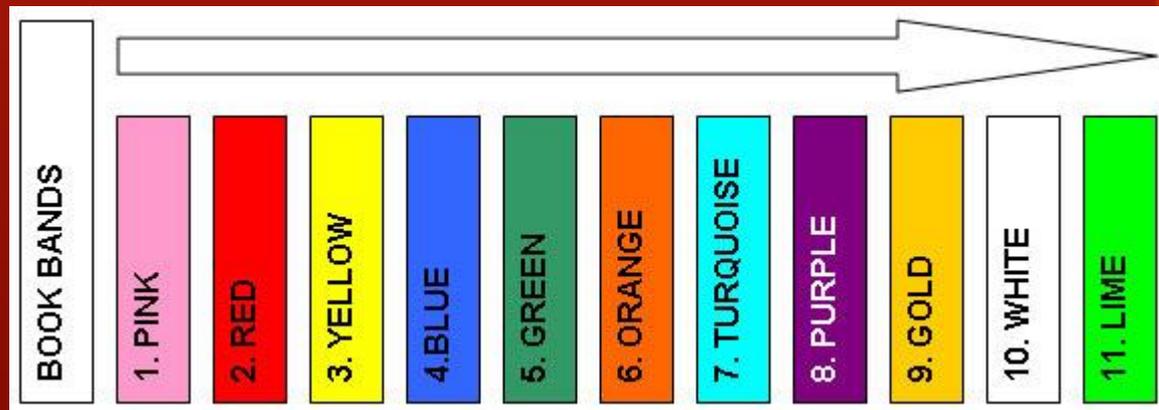
Comprehension

- **understand both the books they can already read accurately and fluently and those they listen to by:**
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- **participate in discussion about what is read to them, taking turns and listening to what others say**
- **explain clearly their understanding of what is read to them**

Book Bands

Book banding was introduced many years ago and we have now completed re-banding all the reading books at Walter Infant School.

- The colours are:



Supporting reading and decoding

- The children have daily phonics lessons to help them decode words.
- Phonics is taught systematically and so the children will come across words that they have not yet learned the phonemes for; these are common exception words (previously known as 'tricky words' or 'high frequency' words).
- The children cannot decode them and need to learn to recognise them on sight.
- As a volunteer, you will have a pack of common exception words to refer to.

100 Common Exception Words

A a a about all an and are as asked at	B b back be big but by	C c called came can children come could	D d dad day do don't down	F f for from	G g get go got	H h had have he help her here him his house	I i I I'm if in into is it it's	J j just	L l like little look looked
M m made make me Mr Mrs mum my	N n no not now	O o of off oh old on one out	P p people put	S s said saw see she so some	T t that the their them then there they this time to too	U u up	V v very	W w was we went were what when will with	Y y you your

Common exception words

- If you come across a common exception word that the children can't read, you can:
- Read it with them
- Ask them if they have seen it before
- Find it on a previous page
- Do not try to 'sound out' common exception words – e.g. 'the'

Glossary of terms!

- **blend**
- to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
- **cluster**
- two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- **Digraph**
- two letters making one sound, e.g. sh, ch, th, ph.
- **vowel digraphs**
- comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- **split digraph**
- two letters, split, making one sound, e.g. a-e as in make or i-e in site

- **grapheme**
- a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **grapheme-phoneme correspondence (GPC)**
- the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
- **mnemonic**
- a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- **phoneme**
- the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

- **segment** (vb)
- to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **trigraph**
- a single sound that is represented by three letters, for example: In the word 'match', the three letters 'tch' at the end make only one sound. Other examples of **trigraphs** are: igh as in sigh.
- **VC, CVC, CCVC**
- the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

Asking questions

- Asking questions about the books and what the children have read will be the most important job for our reading volunteers.
- Developing 'book knowledge' is a vital part of reading e.g. title, cover, author, illustrator etc. referring to the 'blurb' is essential.
- Asking questions to ascertain the children's understanding, thoughts, feelings, ideas and opinions is extremely important.

Before reading the book:

- ***Questions to ask children when reading – Key Stage 1***
- • Can you point to the title? or What is this? (pointing to the title)
- • What do you think this story will be about? What might happen in the story?
- • What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What is happening in the pictures? (discussion)
- • What has happened so far? Is it what you expected to happen? (understanding)
- • What might happen next? How do you think the story might end? (prediction)
- • What sort of character is....? Is he/she friendly/ mean/ nice...? Why do you think that? (opinion)

At the end of the book:

- ***Questions to ask children when reading – Key Stage 1***
- • Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- • What was your favourite part? Why?
- • What was the most interesting/ exciting part of the book? Can you find it?
- • What sort of character was....?
- • Why did that character do ... (give a situation/ event from the story)?
- • What happened in the story?

Any questions?

