



Guidance for Volunteer Readers at OLOL.

At Our Lady of Lourdes we promote a love of reading. Throughout the school we follow, Ruth Miskin's Read Write Inc programme <https://www.ruthmiskin.com/>. This involves the children learning to read by using Fred Talk (sounding out) and then Fred in your head (reading words by sight).

Reception and KS1

When reading with a child: give them time, let them attempt unknown words, help them sound the first letters, use the pictures for clues, ask lots of questions about the story.

When you hear the child read:

- Let the child hold the book.
- Point to the words as they read them.
- Talk about the pictures.
- Allow plenty of time for discussion before you turn over the page.

'What do you think will happen next?' etc.

- Let the child retell the story to you.

Don't worry if they decide to make an alternative ending –

Make reading fun and make sure you praise the child's efforts

Helping the child read a word-

Which letter sounds (phonemes) do you recognise?

Can you say them? - Can you blend the different sounds together?

- Does the word make sense?

Read the sentence again to check.

- Have you read the word before?

Can you find it on another page?

- Are there any bits of the word you recognise?

Miss out the word you are finding tricky and finish the sentence.

Then go back and work out what the word is.

- The same strategies apply for helping the child attempt new words, but at this stage their phonic knowledge and fluency has developed.

- Encourage the child to look carefully at punctuation and how this affects their expression as they read.

At this stage it is useful to ask more specific questions about what they are reading.

Useful questions give different ways to check and clarify understanding

- What does this word mean?

- Can this word have more than one meaning?
 - What happened at the beginning?
 - What did the.....do?
 - Which word told you that.....?
 - Describe.....
 - Which paragraph tells you.....?
 - Why do.....?
 - What type of book is it?
 - Who is the author/illustrator?
 - Could you tell anything about the book before you started reading it?
 - What were the clues?
 - Who are the characters?
- Who do you like/ dislike? Why?
- What was your favourite part? Why?
 - Would you recommend the story to a friend?
 - What would you say to your friend about the book?

Interpreting

These questions encourage the child to infer and interpret information, events or ideas in a book and make links with their own experience and knowledge: - Why did.....? - What does the author think about.....? - How did.....react? - How did.....? - What ideas are we given about.....?

Predicting

These questions encourage the children to look at the structure and organisation of the text they are reading and think ahead and predict what might happen next: - What is the purpose of.....? - How does the layout help.....? - Why are.....used? - Why are the words in bold print?

Language

These questions focus on the type of language the author uses and imagine themselves in the world of the text: - How has the choice of words created a feeling of.....? - What do phrases such as.....tell you? - Why are.....used?

What do I write in the reading record? (if you are asked to fill it out)

Comments in the reading record are extremely helpful for the teacher and also as a link between the Schoolreader and school. The following list is not exhaustive but offers suggestions that may be appropriate: - How enthusiastic is the child about the choice of book? - Does the child read with fluency and expression? - Does the child understand the words used in the text? - Is the child confident to attempt new words? - What reading strategies is the child using? Sounding out, using picture clues, use of the context? - Is the child aware of punctuation? - Can the child retell parts or all of the story? - It is very important to remember that the 'enjoyment factor' is always worth commenting on!

Key Stage 2

In Key Stage 2, reading is not just being able to say the words on the page and recall simple facts about a story. At the end of Year 6, the child will need to be able to show deep understanding of what they read. You can help the child to progress by asking questions and asking the child to prove their ideas. They should be able to explain their ideas and justify their responses with clear evidence from the text. By Year 6 the child is expected to give full answers, and should be discouraged from using one-word answers. Ask them to PEE - make a Point, Explain, and use Evidence to justify! We have provided some examples and strategies below; this list is not exhaustive and each school may have their own way of approaching reading.

Questions a Volunteer can ask:

Give/explain the meaning of words in context-

What does this word/phrase/sentence tell you about character/setting/mood etc?

- Highlight the key phrase or line which means x.
- By writing 'xxxx', what has the author created? - In the story 'xxxx' is mentioned a lot. Why?
- The writer uses words like 'xxxx'.

What does this tell you about a character or setting?

- What other words/phrases could the author have used instead?
- The writer uses different words to describe feelings and emotions.

Can you find any of these?

- What words has the writer used to show how the character feels? - How does the use of these words make you feel?

Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- Who is she/he/it?
- What did she/he/it look like?
- Where did she/he/it live?
- Who are the characters in the book?
- Where in the book would you find x?
- What do you think is happening here?
- What happened in the story?
- What might 'xxxx' mean?
- Through whose eyes is the story told?
- Which part of the story describes the setting?
- What words do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

Summarise main ideas from more than one paragraph

- What is the main point in this paragraph?
- Can you sum up what happened in these three/four/five paragraphs?
- Can you sum up these paragraphs in x number of words?
- Make a table or chart to show information in these paragraphs.
- Do any of them deal with the same information?
- Which is the most important paragraph and why?
- How many times is 'xxxx' mentioned?

Make inference from the text/explain and justify inference with evidence from text

- What makes you think that?
- Which words give you that impression?
- How do you feel about x?
- Can you explain why?
- I wonder what the author intended by this?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- What impression does x give you about the character/setting?
- What evidence is there that the character is ...?
- Do you think the character was justified in his/her actions?

Predict what may happen from details stated and implied-

Can you think of another story which has a similar theme?

- eg good over evil, weak over strong, wise over foolish?
- Do you think this story will end in the same way?
- Do you know of another story which deals with the same issue? - eg social, moral, cultural,
- Could x happen in this story?
- Which other author handles time in this way? - eg flashbacks, dreams
- Which stories have openings like this?
- Do you think this story will develop in the same ways?
- Why did the author choose this setting?
- Do you think the characters will react in the same way?

Comparisons across the text

- How has the character/mood changed from the beginning?
- If the character came across the situation again, do you think she/he/it would act the same way?