



Welcome to Learn to Love to Read's volunteer training



**While you wait for the session to start,
please click on chat at the bottom
of your screen and type:**

- **Your full name**
- **How you first heard about Learn to Love to Read**



Safeguarding

**In-school
volunteering**

**Covid-
specific
guidance**

**Phonics
and Top
Tips**



Safeguarding & In-school Volunteering



What is 'safeguarding'?

1

enabling all children to have the best outcomes

2

ensuring that children have safe and effective care

3

preventing action that is harmful to children's health or development

4

protecting children from maltreatment – physical, emotional, sexual, neglect or exploitation



What does 'safeguarding' mean for in-school reading volunteers?

Schools need to be certain that all volunteers have been adequately trained

If we feel a child may be at risk in any way, we must share urgently and accurately

There must be no room for the conduct of a volunteer to be questioned at any time

The children we work with must feel safe and comfortable at all times



**It is always about what is in
the best interests of the child**

1

Everyone has a role to play in safeguarding children and no single person has the full picture

2

Follow our guidelines for behaviour when volunteering

3

Share concerns promptly and accurately



All volunteers must have a clear, up-to-date enhanced DBS check



All volunteers must confirm annually that they have read and understood our official safeguarding documents



L2L2R safeguarding information



L2L2R Volunteer Policy



Your school's Safeguarding Policy



**Keeping Children Safe in Education:
Part 1 *September 2022***



**Definitions and Signs of Abuse,
NSPCC**

You can find most of these documents on our website and will be sent your school policy and a survey link to confirm that they have been read and understood



You cannot volunteer until this survey has been completed





Behaviour of in-school volunteers

- You must know the name of your school's **Designated Safeguarding Leads** – displayed in school and in our safeguarding material
- Always work in a **public space** where you can easily be seen
- Do not take **photographs** or use **mobile phones** during the session
- Never instigate significant **physical contact** with a child e.g. hugging or sitting too close
- Never **escalate** affection the child has instigated - gently and kindly move away



Reporting a concern



If you see or
hear anything
that worries
you, take action
IMMEDIATELY
before leaving
school

- **Listen** carefully without interrupting
- Record the **exact detail** in your notebook – quote the child if possible
- Do not ask leading questions, or more questions than you have to – just **establish** what the pupil is telling you
- Remain non-judgemental and keep an **open mind**
- Do not promise the child confidentiality - be **honest** with the pupil and explain what will happen next

- Before leaving school ask the office for a copy of their **safeguarding report form**
- Deliver the folded form to the school's **Designated Safeguarding Lead** – the information is confidential
- **Do not discuss** the incident with others
- **Email** matilda@l2l2r.org immediately with a brief outline of what has occurred



In-school reading support

Individual support to improve reading fluency



Questions and chat to build reading comprehension



Inspiration and fun to increase reading confidence, enjoyment and engagement



One school

**Once a week
- regular day
and time**

**20 minutes
with each
child**

**3 children
from Year 1,
2 or 3**

**Same children
each week**

**Work with
each child
one-to-one**



What will I do in a session?

1. Collect child from classroom
– make sure they have their reading book

2. Listen to child read
– encourage child to point at text with finger
and turn pages themselves

**3. Help the child sound out
and blend where necessary**

**4. Ask lots of questions
– chat lots about the pictures**

**5. Go over a difficult sound or tricky word
- use your L2L2R mini whiteboard**

**6. Share a story from our box – use the
suggested questions as you go**

7. Make notes in your own notebook



You will be sent a link to an online register to complete each week so we can track input and impact



After your first two sessions with a new child, please complete our initial info online form



How to stay safe during Covid

We recommend volunteers are full up-to-date with their COVID-19 vaccinations



Volunteers may wear a visor or mask if they wish, although these are no longer routinely worn in schools



Try to ensure you sit in a well-ventilated hall, corridor or an outside space



**You may like to bring hand
sanitiser to use in between
reading sessions**



**Work side by side
not face to face**



**Ask the child to hold the
book and turn the pages**



**Check your emails regularly
for updates from us**



**Do not go to school if you feel
unwell**



Contact us if you have any concerns





Questions?



Phonics & Learning to Read



Why is reading so important?



In Wandsworth in 2019, 24% of children left primary school not reaching the 'expected level' for reading (27% UK)

(Department for Education 2019)

All year groups will feel the impact of school closures throughout their adult working lives, stretching into the 2080s *(Royal Society, 2020)*

Children are three months behind in their studies after lockdown, with boys and disadvantaged pupils worst hit

(National Foundation for Educational Research, 2020)



How does a child learn to read?

There are 6 main skills



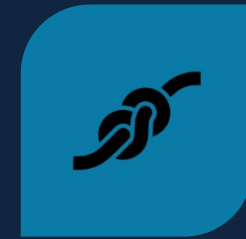
Learn 44 different sounds – how to say them and write them



Spot those 44 sounds in words



'Sound out' – say the sounds one by one



'Blend' the sounds together



Read the words












Understand what the words mean



**Skills 1 to 5
require phonics knowledge**

- Phonics is all about sounds
- 26 letters in the alphabet but 44 sounds
- Some sounds are written using 2 or 3 letters working together

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	e
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo
 marsh in the dark	ar	 born with a horn	or

	V	 volcano
	W	 wave
	X	 box
	y	 yo-yo
	Z	 zebra


Skill 1

1. Learn 44 different sounds

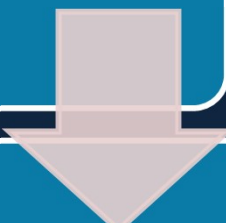
how to say them and write them

grapheme = written form of a sound

phoneme = spoken form of a sound



Schools must teach using a validated phonics programme. Our schools use Little Wandle Letters and Sounds or Read Write Inc.



Sounds are introduced in a fixed order – grouped in phases – phase 2 and 3 in Reception, phase 5 in Year 1

s
a
t
p
i
n
m
d
g
o
c

k
ck
e
u
r
h
b
f
ff
l
ll
ss

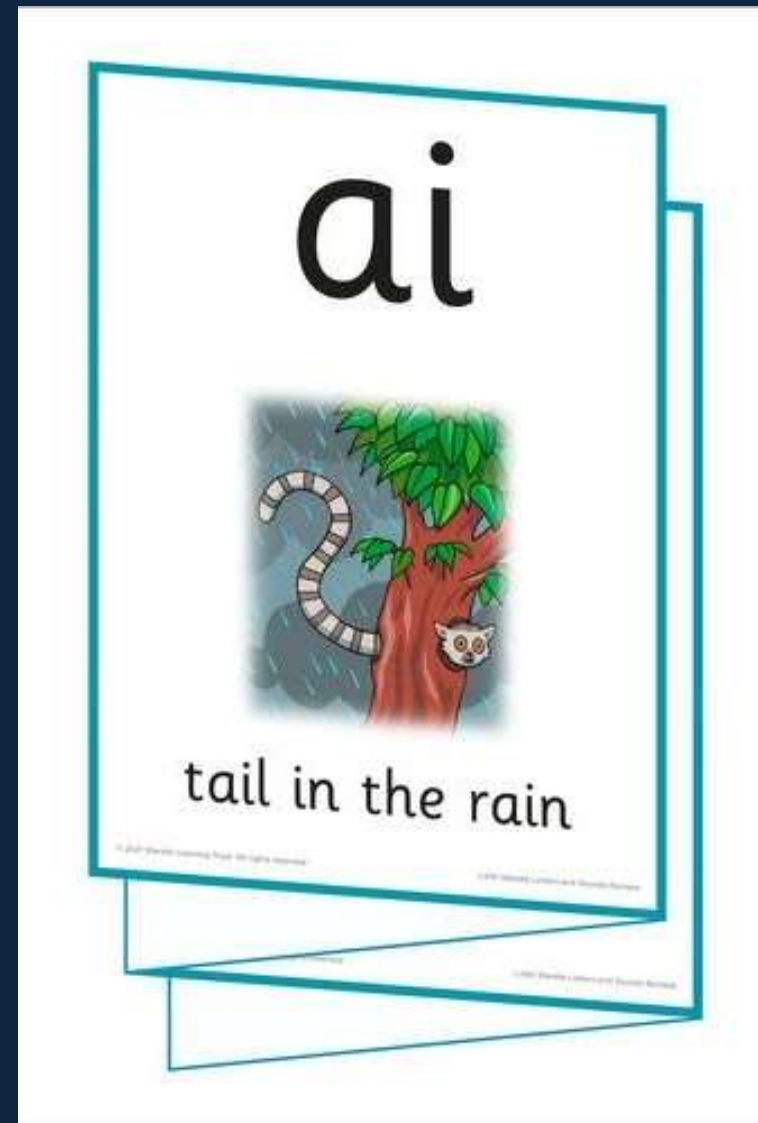
j
v
w
x
y
z
zz
qu
ch
sh
th
ng
ai
ee

igh
oa
oo
ar
or
ur
ow
oi
ear
air
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ay
ou
ie
ea
oy
ir
ue
aw
wh

ph
ew
oe
au
a-e
e-e
i-e
o-e
u-e

**Phonics
schemes use
images and
rhymes to
teach the
individual
sounds**



Skill 2

2. Spot those 44 sounds in words

Children must identify individual sounds and also spot the sounds represented by more than one letter

Digraph 2 letters making 1 sound

Trigraph 3 letters making 1 sound

We also use the explanation 'special friends'

Sound buttons

dog
● ● ●

crisp
● ● ● ● ●

shop
— ● ●

brown
● ● — ●

s
a
t
p
i
n
m
d
g
o
c

mop
spoon
singing

k
ck
e
u
r
h
b
f
ff
l
ll
ss

j
v
w
x
y
z
zz
qu
ch
sh
th
ng
ai
ee

igh
oa
oo
ar
or
ur
ow
oi
ear
air
nk
er

duck
date

ay
ou
ie
ea
oy
ir
ue
aw
wh

ship
stamp
night
time

ph
ew
oe
au
a-e
e-e
i-e
o-e
u-e

Skill 3



3. 'Sound out'
– say the sounds one by one

Accurate pronunciation of each sound
is vital to allow the child to 'blend'

Pronunciation video

<https://www.youtube.com/watch?v=lwJx1NSineE>

Skills 4 and 5

4. 'Blend' the sounds together



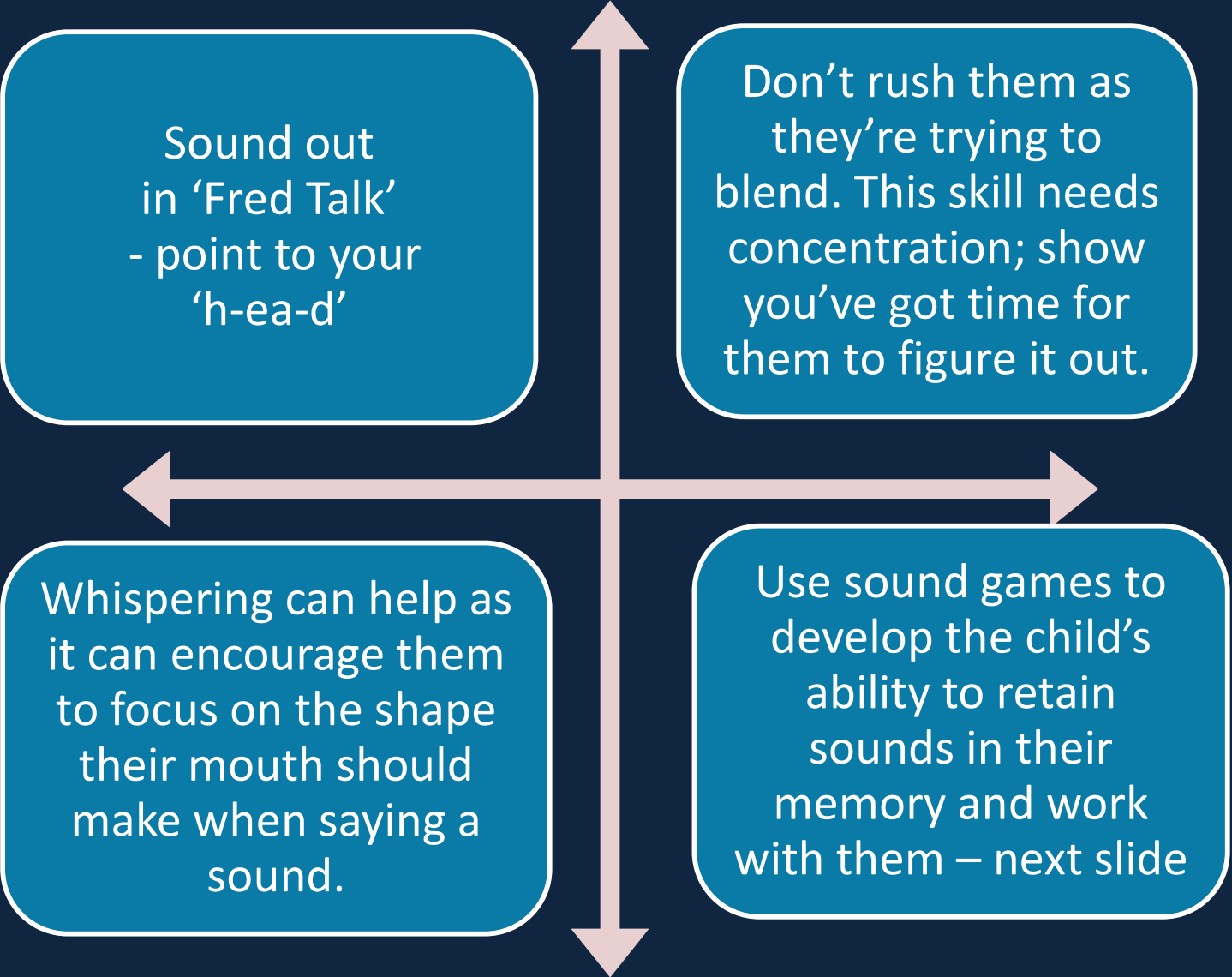
Children can sometimes find this tricky



5. Read the words



Tricks if blending is hard



Sound out
in 'Fred Talk'
- point to your
'h-ea-d'

Don't rush them as
they're trying to
blend. This skill needs
concentration; show
you've got time for
them to figure it out.

Whispering can help as
it can encourage them
to focus on the shape
their mouth should
make when saying a
sound.

Use sound games to
develop the child's
ability to retain
sounds in their
memory and work
with them – next slide

Sound games – no written words

Ask the child to tell you the sounds they hear in certain words, or sound them out + ask them to blend:
swim or 's' 'w' 'i' 'm'

If you change the 'h' in hat to 'ch' what do you get?

'i' in sit to 'a'?
'b' in bin to 'ch'?
'i' in ship to 'o'?

Mat and man start with the same sound – what sound? Chat and chips, sister and silly, first and fun?

Think of some words that rhyme with:
cat
top
make

voo



jound



terg



fape



Year 1 phonics tests

Tricky / red / high frequency words

Is	Into	Are	Says	Ask
I	She	Sure	There	Could
The	Push	Pure	When	Would
Put	He	Said	What	Should
Pull	Of	So	One	Our
Full	We	Have	Out	House
As	Me	Like	Today	Mouse
And	Be	Some	Their	Water
Has	Was	Come	People	Want
His	You	Love	Oh	Any
Her	They	Do	Your	Many
Go	My	Were	Mr	Again
No	By	Here	Mrs	Who
To	All	Little	Ms	Whole

Some words you cannot sound out.

Others occur very frequently.

Children need to learn to recognize these by sight.



**Phonics is a vital skill when children first start to read
It is also useful later when they come across words they do not know**

Skill 6

6. Understand what the words mean




We read to learn information or enjoy a story – reading aloud fluently is pointless if there is no understanding




Remember at all times as a volunteer to chat, question and check for comprehension – never assume!

**What
book
should we
use?**

It is very important to make sure your child is reading books at the correct level.




Children who are still learning their sounds should read fully decodable books where all words can be sounded out using the phonics sounds they know.




Children will be encouraged to read a book 3 times – once to decipher the words, once to add expression, and again to check comprehension.

**What
book
should we
use?**

While we do not want to rush children ahead, it is important to keep them moving forward.



In school children should bring out a book of the correct level; virtual volunteers will need to select carefully.



After hearing a child read their school book, take time to share a more challenging book from the L2L2R box in school.

In the early stages choose books based on the sounds they know – phonics phase. Once they know most of their sounds, you can be guided by book band colours.



Hearing a child read

Sound out and blend if necessary

Spot digraphs and trigraphs

Look out for tricky or high frequency words (and repetitive words)

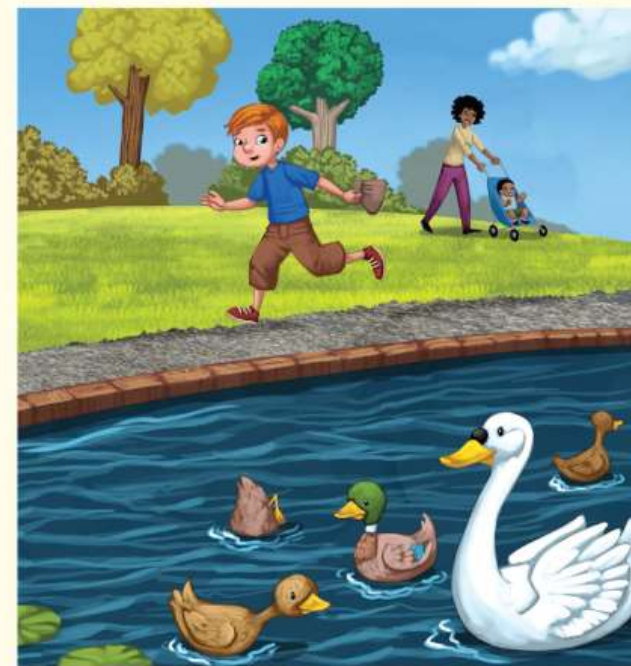
Demonstrate expression for the child to copy and explain how it adds meaning

Chat and ask questions to check understanding

Sam and Carl go to the park with Dad.



They like to feed the ducks.
"We can run to the pond!" said Carl.



2



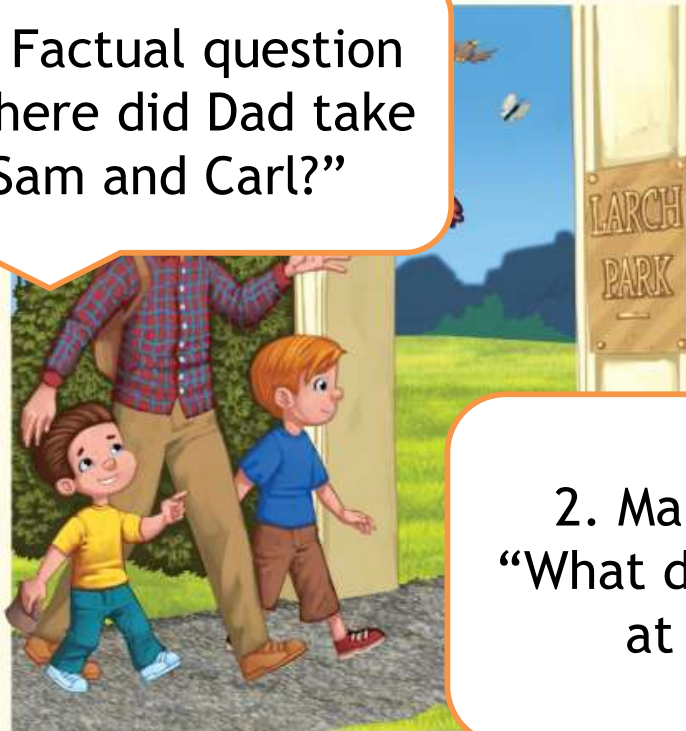
3

Asking Questions

Sam and Carl go to the park with Dad.

They like to feed
“We can run to th

1. Factual question
“Where did Dad take
Sam and Carl?”



2. Make it personal
“What do you like doing
at the park?”



3. Check
understanding and
vocabulary
“Do you know what
the white bird is
called?”

2

3





Some tips for success



Don't do the reading for the child or leave the child to struggle for too long – look together at challenging words before starting the book



Encourage the child to 'sound out' individual sounds and then 'blend'



If reading is slow, read the text back to the child at the end of each page



Show the child
how to break
down words of
more than one
syllable
/ make a game
of spotting
repeated words



Don't assume
children have
understood
what they
have read –
talk about the
story
- ask questions



Avoid negative
language - praise
and encourage
the child for
effort not just
achievement as
they read
- be specific



Questions?



Learn to Love to Read
L2L2R

www.learn2love2read.org.uk

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