



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

**Phonics
and
learning
to read**

**Virtual
volunteering
- technology**

**Virtual
volunteering
- content**



Safeguarding & Virtual 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 virtual 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 and families we work with must feel comfortable and safe 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



**Keeping Children Safe in Education:
Part 1 *September 2021***



**Definitions and Signs of Abuse,
NSPCC**

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



You cannot volunteer until this survey has been completed





Behaviour of virtual volunteers



ALWAYS:

- Ensure your **background** is neutral - no personal information or photographs
- Use your **L2L2R Zoom account** to run online reading sessions
- Ensure your **location** is quiet and interruption-free
- Communicate via **agreed channels**
- Contact families at the **agreed time**



NEVER:

- Do not use **personal** emails or Zoom accounts to contact families
- Do not **record** virtual reading sessions
- Do not allow concerns or allegations to go **unreported**



NOTE:

- A parent or carer should be **visible** at all times during every session
- Children should be in a **suitable space** – ideally a living room not the bedroom
- Children should be in **daytime clothes** not nightwear
- Parents are not allowed to invite volunteers to Zoom meetings – the volunteer always makes the **arrangements**



If one of these situations arises:

- gently **explain** to the parent / child
- ask them to **resolve** the situation

If the situation is not resolved:

- gently **explain** why you cannot continue today but that you will be back next week
- politely **end** the Zoom call
- note what happened in your **notebook**
- + **email** Teresa@learn2love2read.org.uk to explain exactly what has happened



Reporting a concern



If you see or
hear anything
that worries
you, take action
IMMEDIATELY
the session has
ended

- Always **listen** carefully without interrupting
- Carefully note the exact details in your **notebook** – quote the child if possible
- Do not ask leading questions, or more questions than you have to – just **establish** what the child is telling you
- Remain non-judgemental and keep an **open mind**

- Do not promise confidentiality
 - be **honest** with the child/parent and explain what will happen next
- Do **not discuss** the incident with others
- Send an **email** to matilda@learn2love2read with a clear outline of what has occurred
- Matilda will inform the **school** as soon as possible - you may need to speak to a member of staff to follow up



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

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

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


Skill 1

1. Learn 44 different sounds

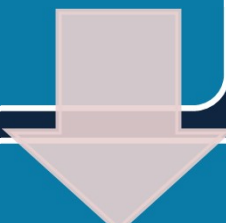
how to say them and write them

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

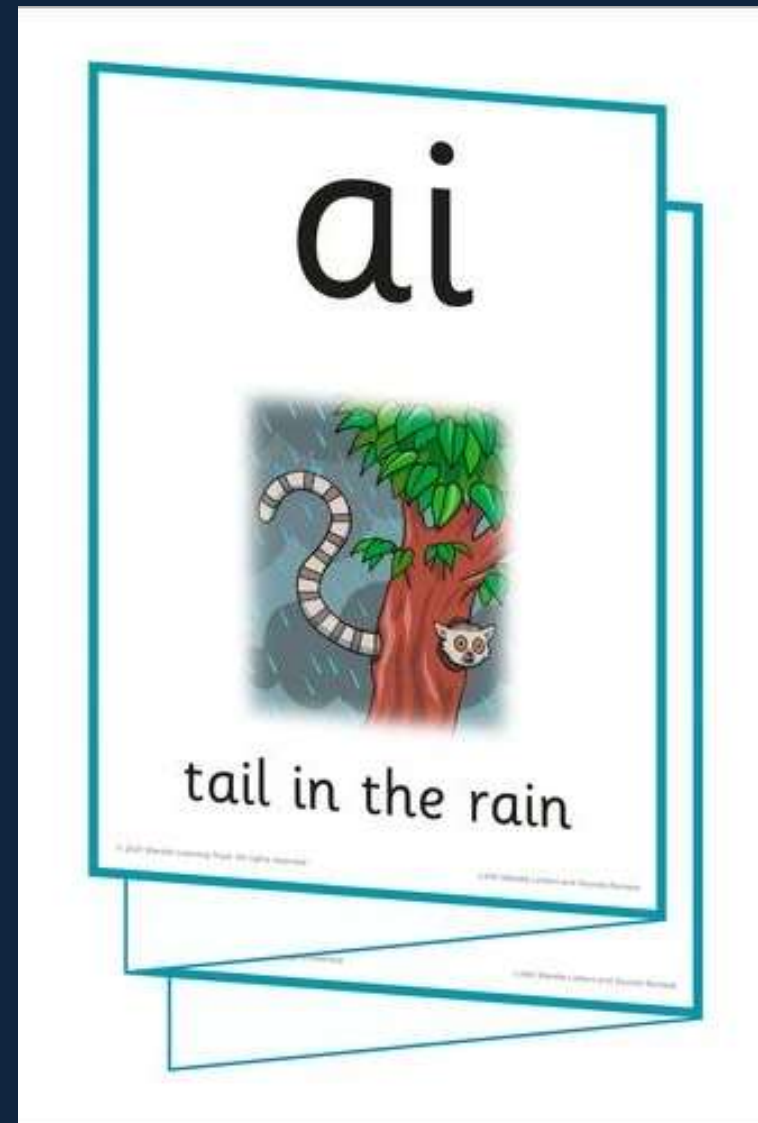
j
v
w
x
y
z
zz
qu
ch
sh
th
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igh
oa
oo
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or
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ea
oy
ir
ue
aw
wh

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

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igh
oa
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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



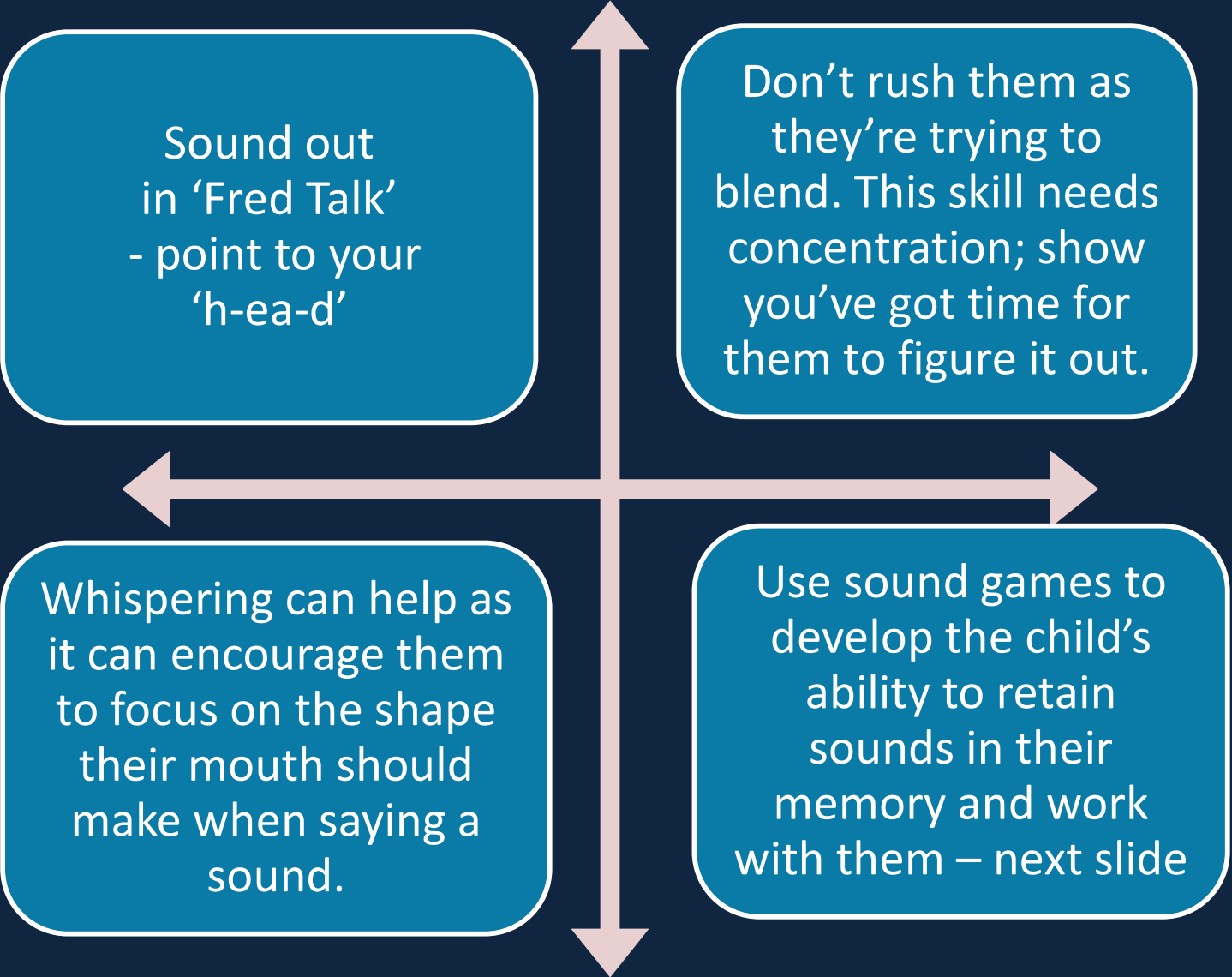
Children can sometimes find this tricky



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 – higher level ebook or a 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

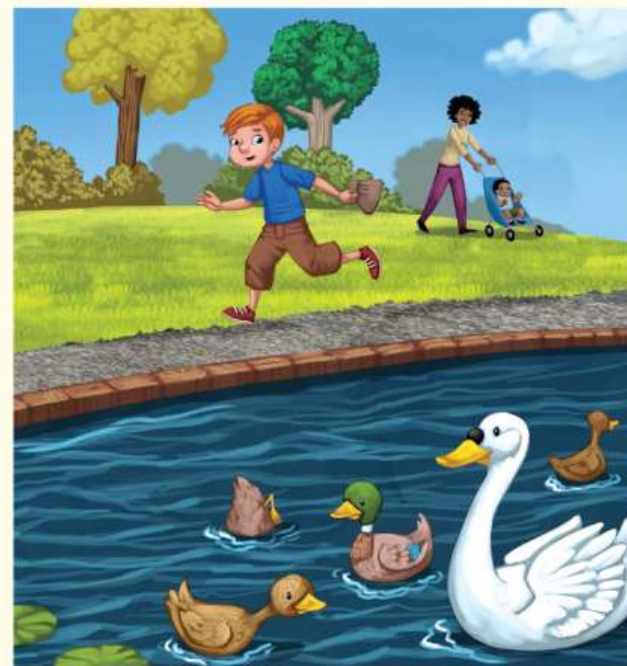
Sam and Carl go to the park with Dad.



2



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



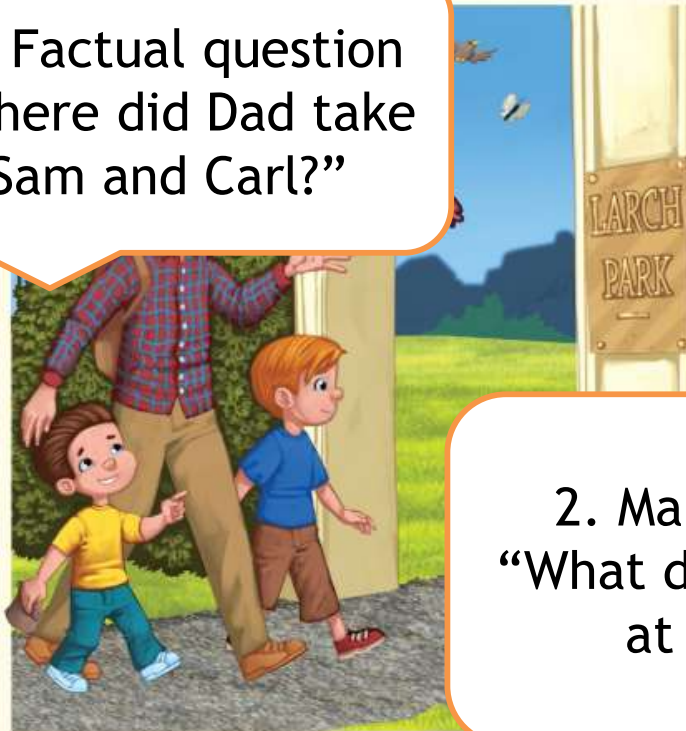
3

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



Virtual 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



Via Zoom

**Contacting
child at home**

**Once a week -
regular day
between 4pm
and 6pm**

**1 or 2
children - 30
minutes per
session**

**Parent/carer
present
throughout**

**Using online
reading books**

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



The technology!



zoom



You will be assigned your own L2L2R Zoom account and have logins for Big Cat & Rising Stars online books



L2L2R staff will set up your weekly Zoom sessions with each family



If possible use Windows PC/laptop for Zoom for full functionality

Preparing for the session

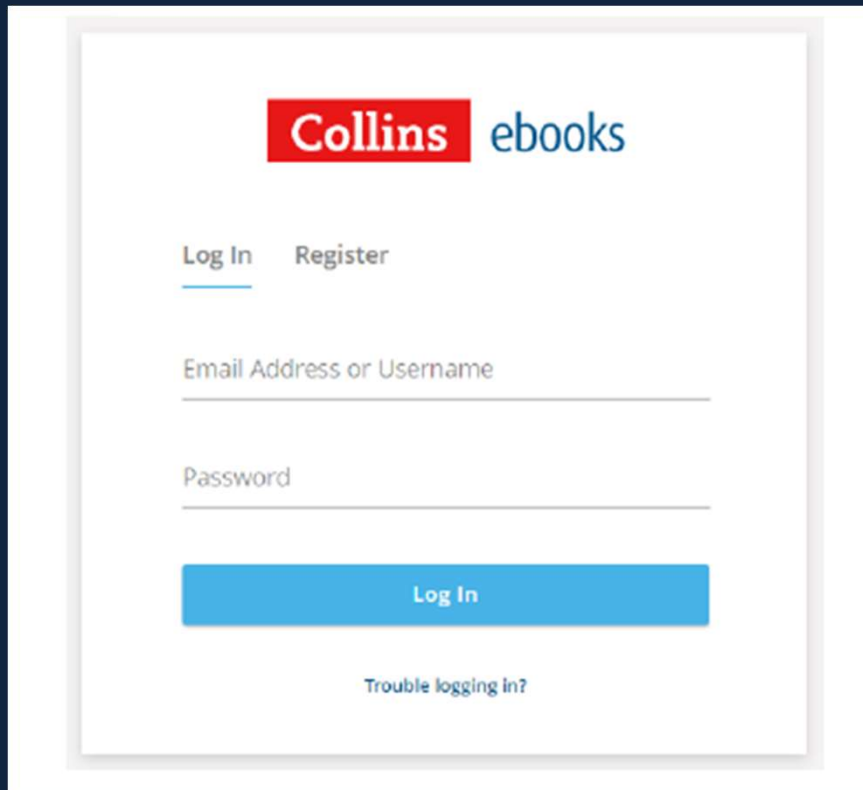


Make sure all
personal
documents and
website tabs are
closed



Open the online
reading website
and select a
book of the
correct level

For beginner readers: Collins Big Cat



The screenshot shows the login page for Collins ebooks. At the top, there is a red box with the word "Collins" in white, followed by "ebooks" in blue. Below this, there are two links: "Log In" (underlined) and "Register". There are two input fields: "Email Address or Username" and "Password". A blue "Log In" button is positioned below the input fields. At the bottom, there is a link for "Trouble logging in?".



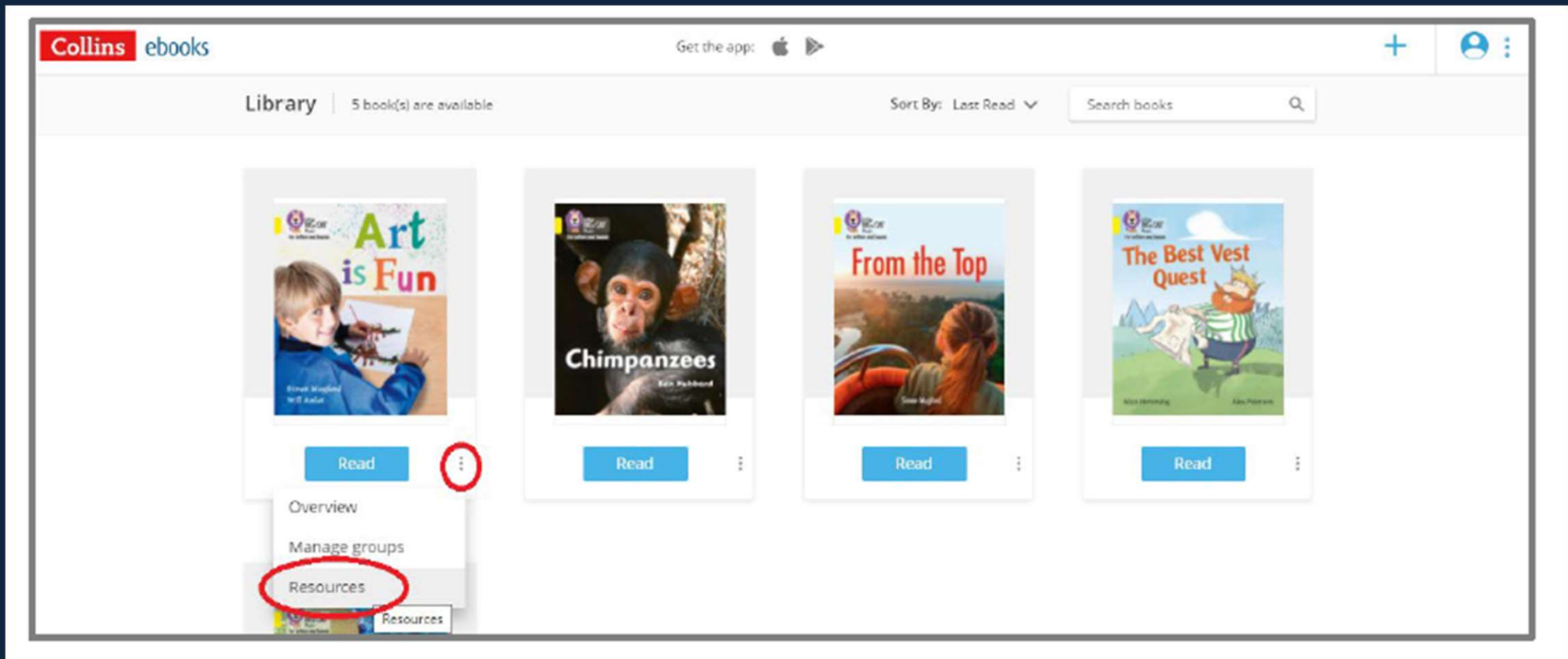
Go to
<https://ebooks.collinsopenpage.com/>

Log in details will be provided

Click on 'Log in'
to enter the website

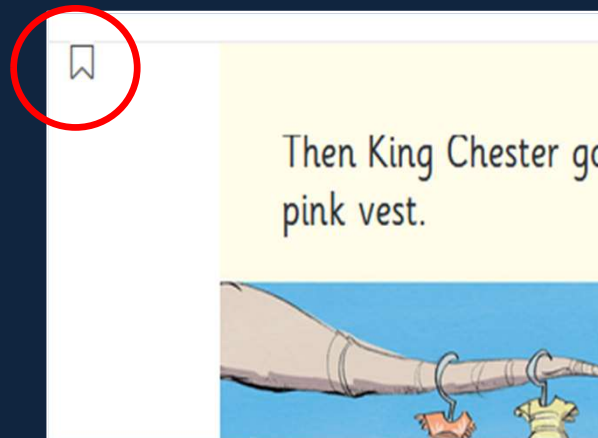
All the Little Wandle e-books available will appear on your bookshelf. They are clearly grouped by the sounds they contain. Follow that order.

You can also sort the bookshelf by books most recently read, A-Z and Z-A. Click on your chosen book cover to open it.





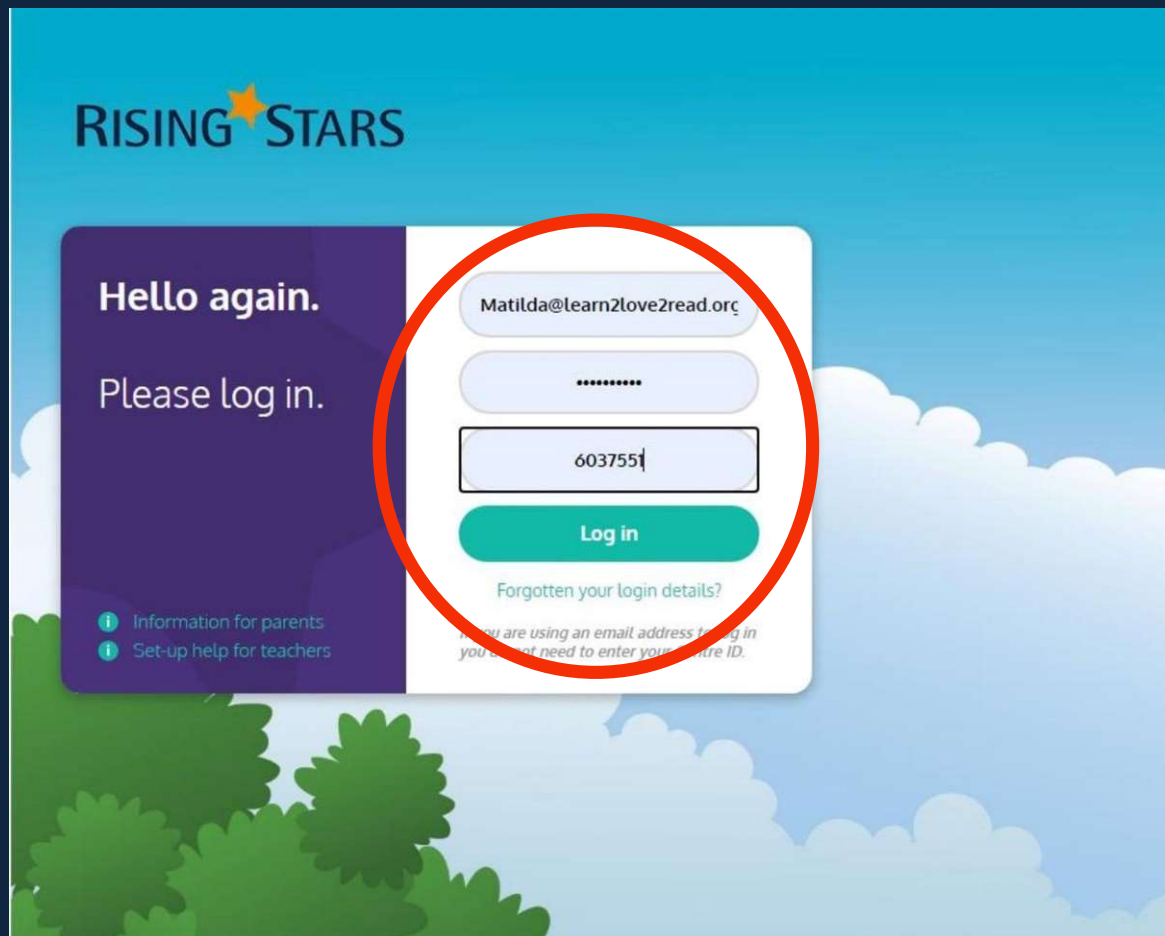
The red library button takes you back to the bookshelf
You can add a bookmark to any page by clicking on the icon on
the corner of the page



There are suggestions for discussion and helping
comprehension on the inside covers of the books

We will send you a copy of the Collins Big Cat e-book Libraries
Parents' Guide which gives a good overview

For reading together or children who know all their sounds: Rising Stars



Go to
<https://my.risingstars-uk.com/>

Log in details will be provided

Click on 'Log in'
to enter the website

MY RISING STARS

Reading Planet Online

The whole of Reading Planet as interactive eBooks with self-marking quizzes and reporting

Rising Stars Reading Planet

Reading Planet Online for Reception and KS1

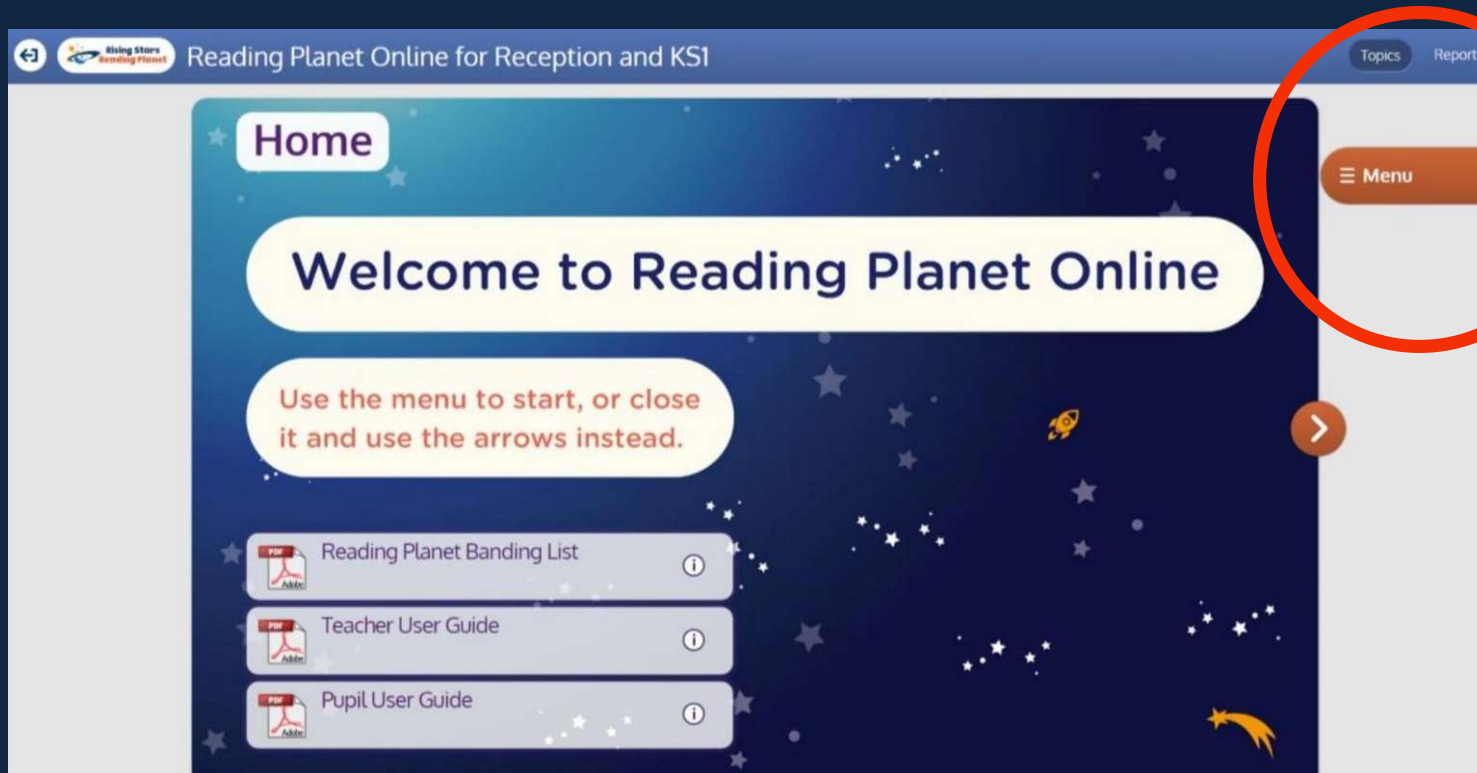
Reading Planet Online for KS2

Subscription expires 18/11/2021

Subscription expires 19/5/2021



Click on the blue Rising Stars Reading Planet Online for KS1 (Yrs 1 and 2) and the turquoise for KS2 and more complex stories



Click on the red menu button on the right hand side of the screen



KS1

Lift Off – very simple, one word or no words

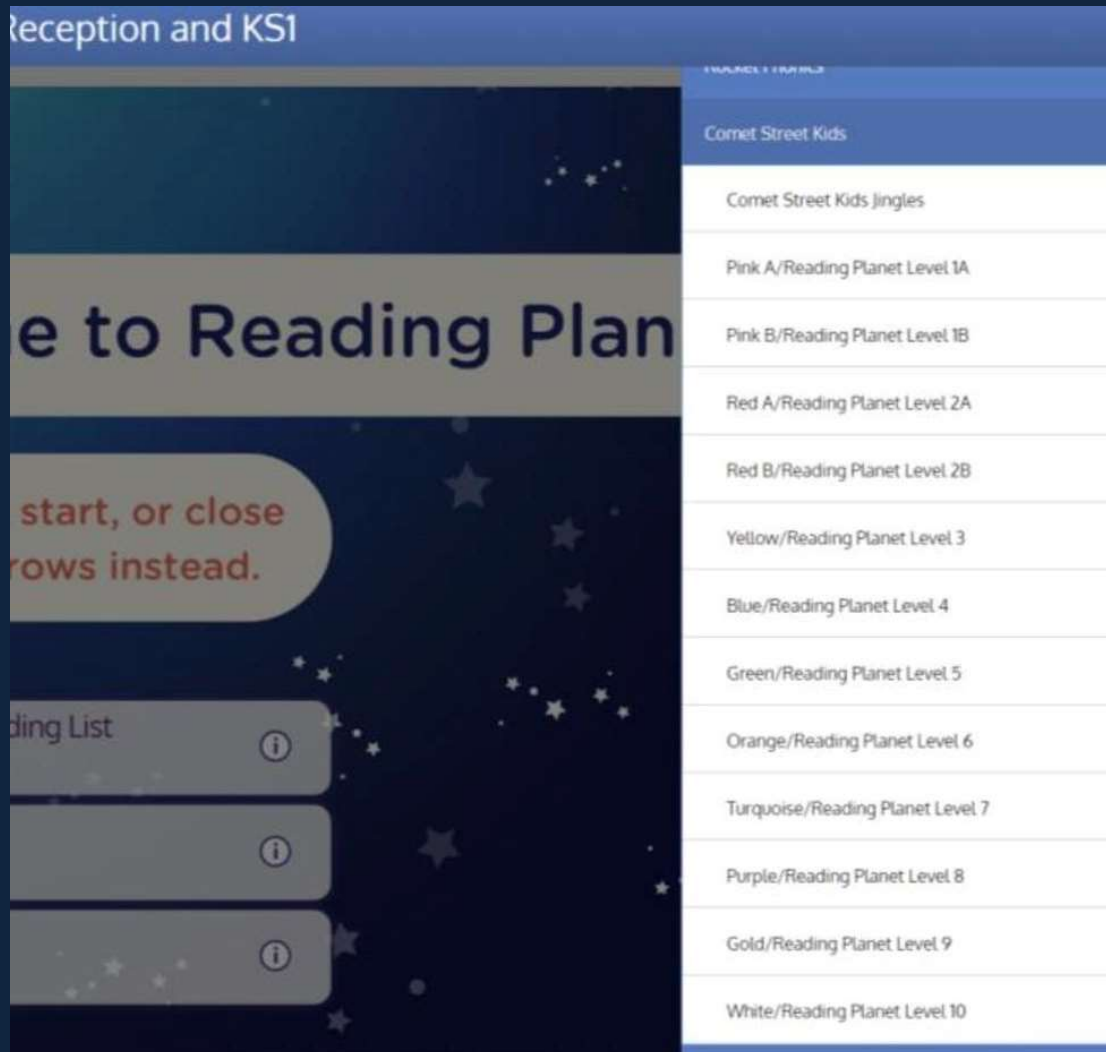
Rocket Phonics – fully decodable, phonics based

Comet Street Kids – series of stories about 5 friends, some more difficult words

Galaxy – some more difficult words

KS2

Grouped by book colour



Select a series and choose the required level

When you receive details of your children you will be told what level to use initially – you don't need to do all the books in each level

Click on a book in that colour band

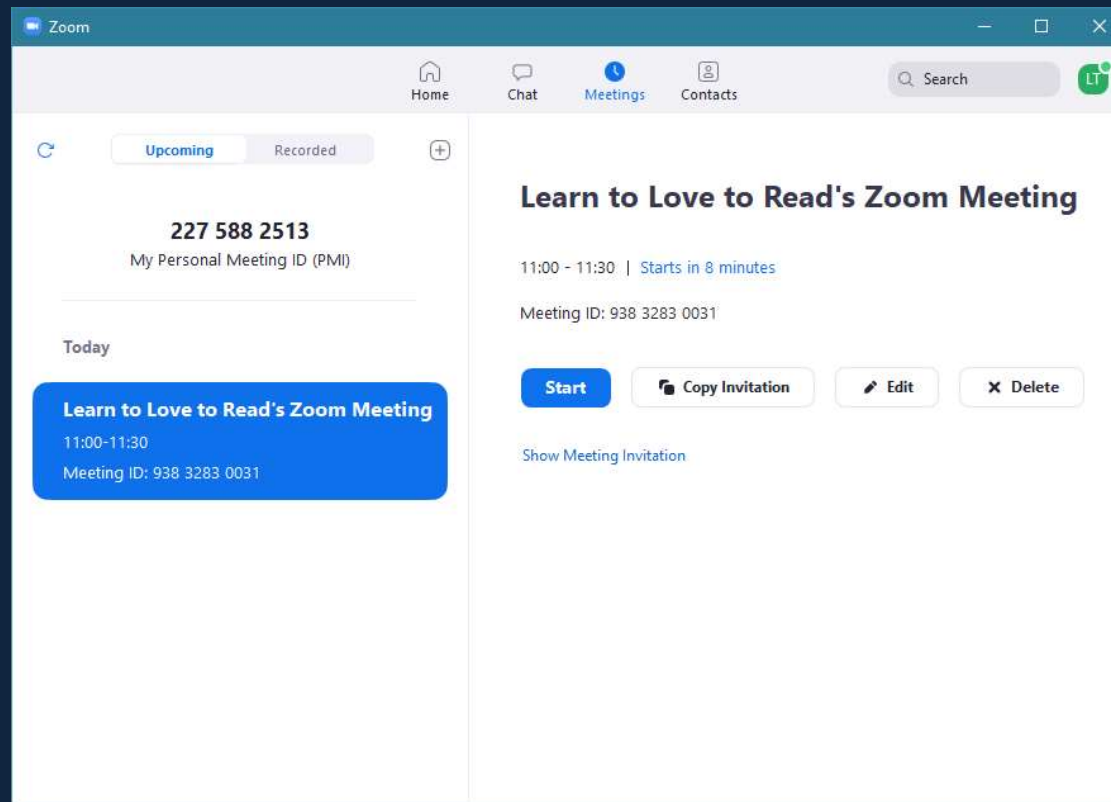
The screenshot shows the Reading Planet Online interface for Reception and KS1. At the top, there is a navigation bar with the Reading Planet logo, the text 'Reading Planet Online for Reception and KS1', and links for 'Topics' and 'Reports'. The main content area features a green background with a white cloud-like shape containing the text: 'Yasha and Baba' and 'Yasha is sent to visit wicked Baba. Can the dog and cat help her get back to Dad?'. To the right of the text is a book cover for 'Yasha and Baba' featuring a girl in a red hood and a dog. Below the text and book cover are two buttons: 'Yasha and Baba (Yellow)' and 'Cover and Teaching Notes'. On the right side of the main content area, there is a 'Menu' button. Two orange arrows, one pointing left and one pointing right, are circled in red, indicating navigation controls.



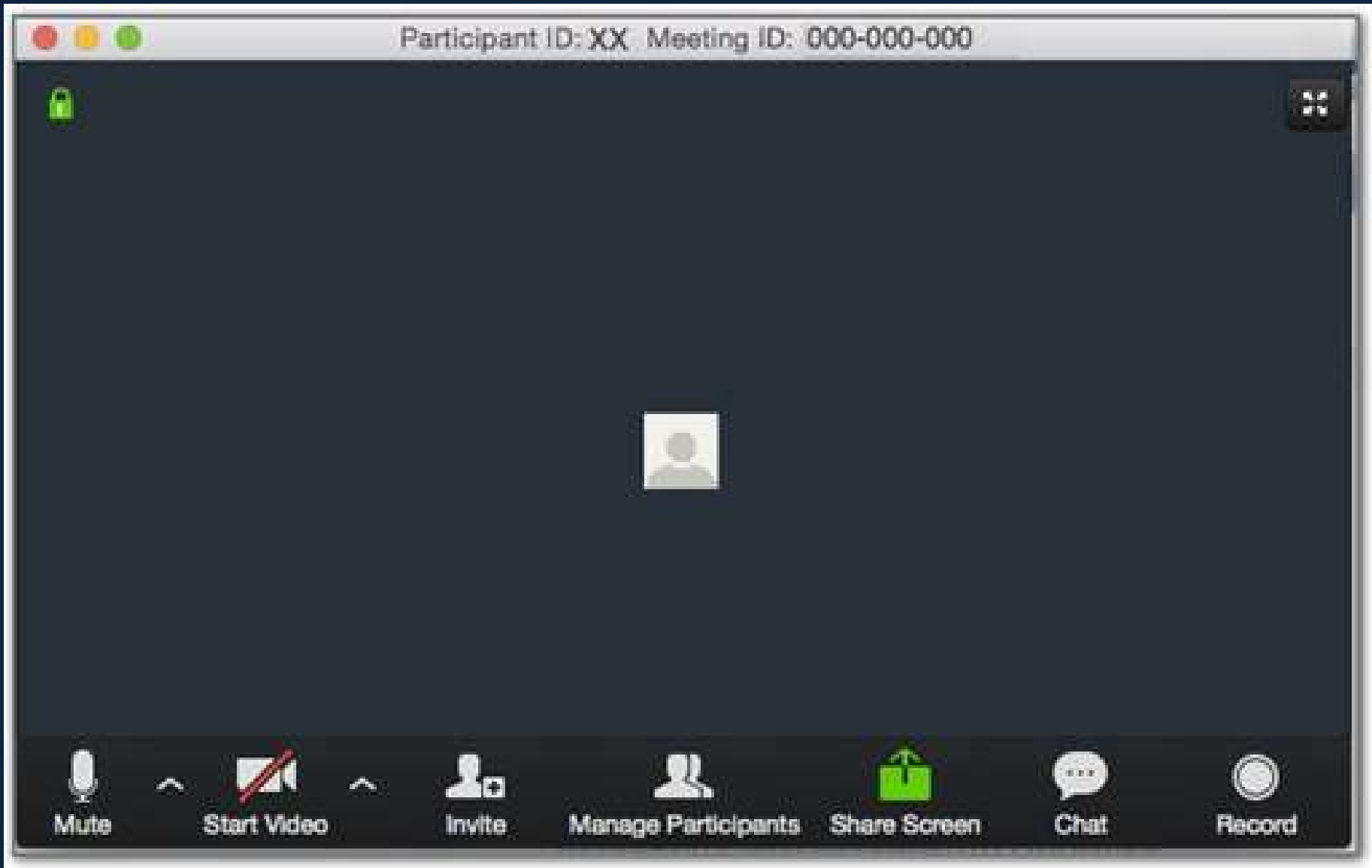
Your screen will look like this
- use the orange arrows to move
through the book selection



Starting your reading session



Log in to your L2L2R Zoom account
Your meetings will already be set up for you
Find the meeting for that day
CLICK ON START

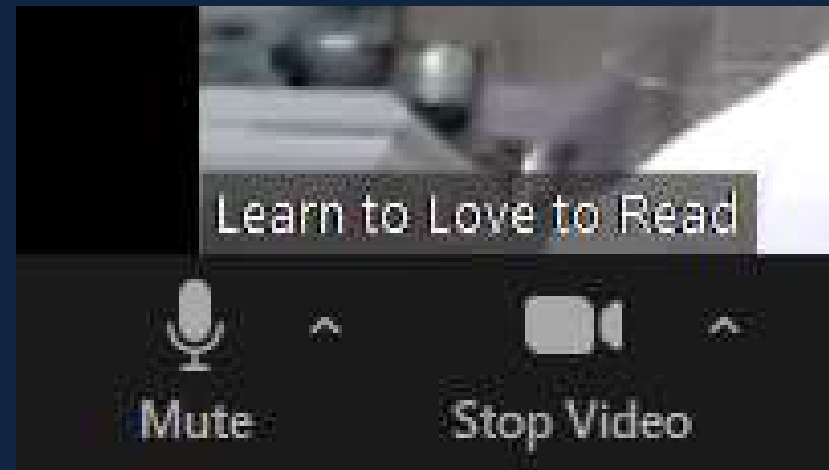




Video switched on (bottom left-hand corner of the screen)

Microphone not muted

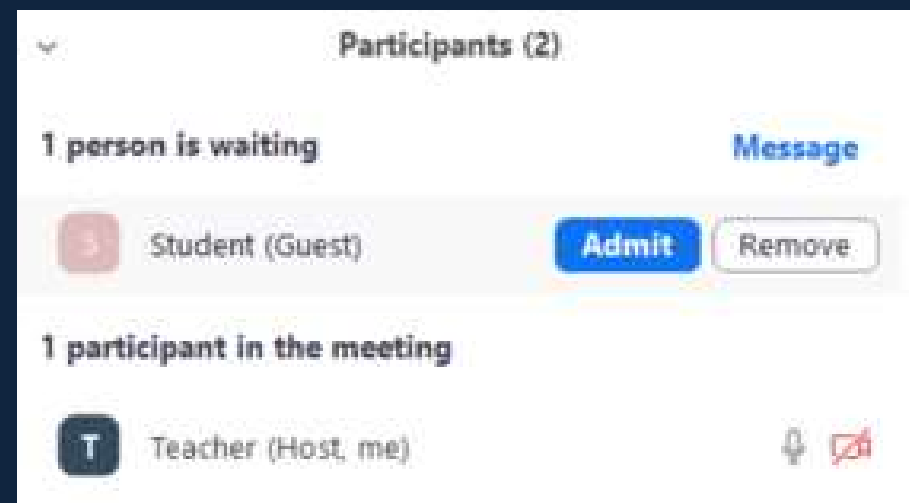
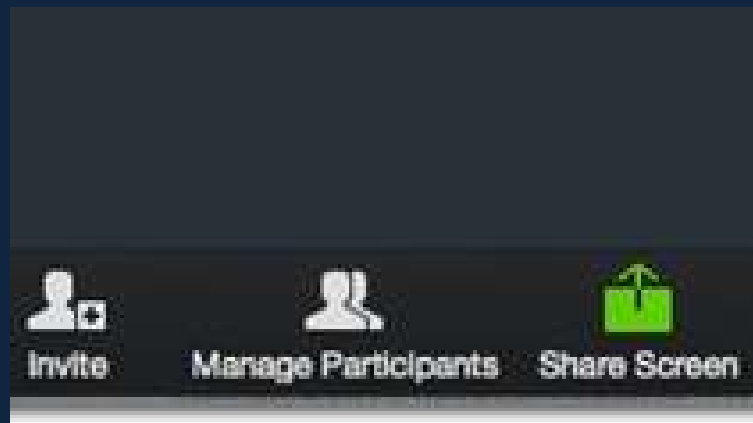
Now the child can see and hear you when they join the session



You are the 'host' of the session

Click on 'Manage Participants' at the bottom of the screen

When you see the child arrive, admit them



When you are all on screen:



Introduce yourself to the parent and child – show your lanyard



Explain what is going to happen in the session



Remind the parent they need to stay visible throughout – encourage them to sit with their child if possible – at least at the start and end of the session



What will I do in a session?

Running the session



The child will read a reading book



Talk about the book to check for understanding



Look back over anything tricky / do the quiz

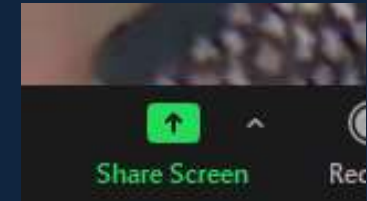


Suggest how the child and parent can work together during the week

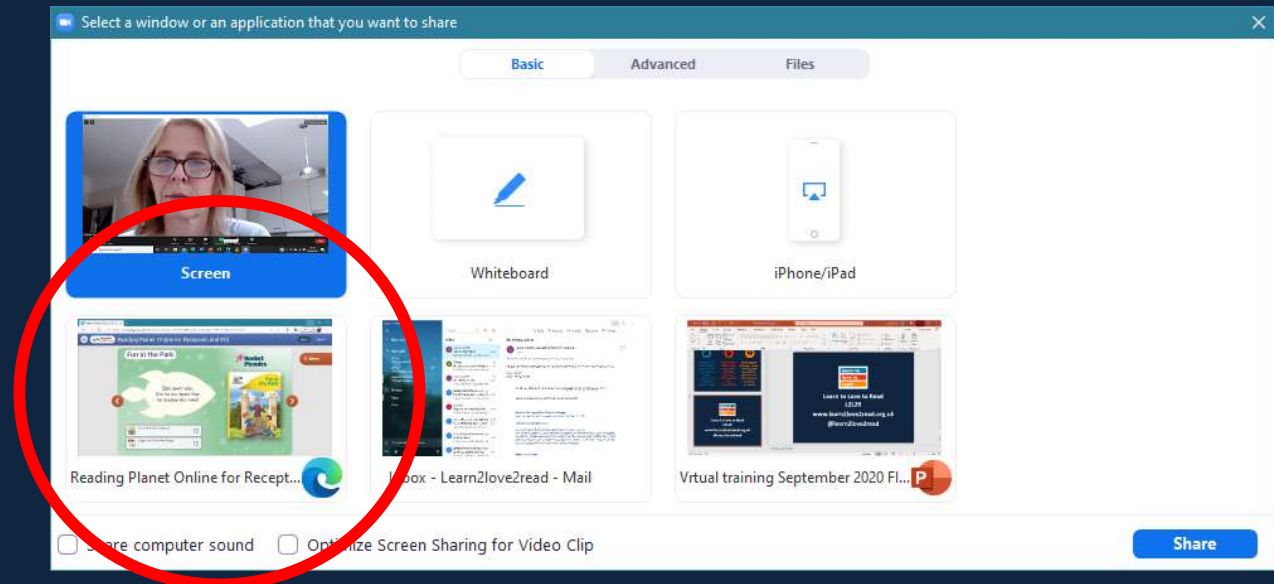


Reading the book

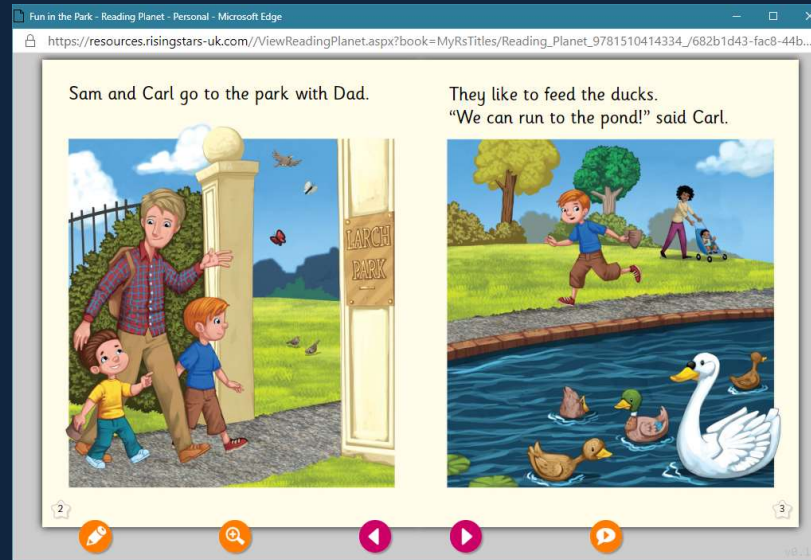
'Share screen' option (in green at the bottom of the screen)



Select the online reading scheme screen you have already opened



Re-sharing screen – Rising Stars ONLY



BE AWARE

- When you open the Rising Stars book the child cannot see that new screen (not so in Big Cat)
- You need to click 'stop share' and then 'share screen' again, and choose the new screen

If you wish you can give the child control the mouse
to mark up text or do the quiz

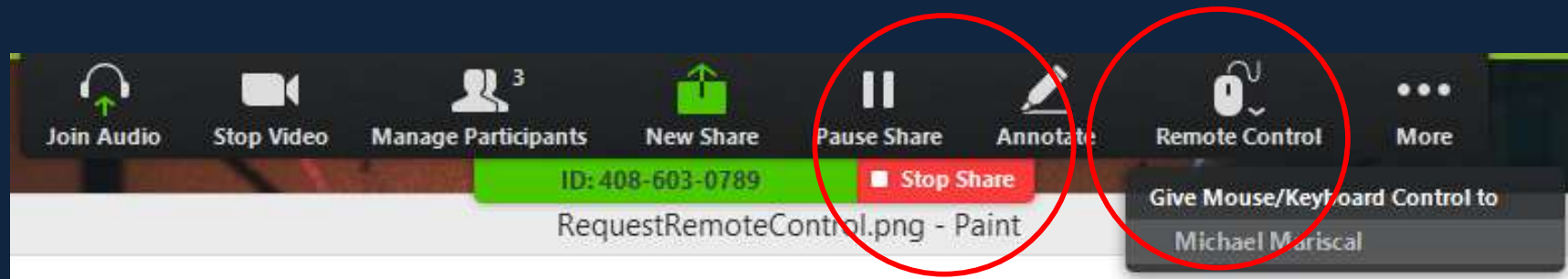
Hover your mouse at the top of the screen over the green box
to bring up the black bar of options

Click 'remote control' and select the child

They need to click the message that appears on their screen
to accept control of the mouse

Regain control of the mouse at any time
by clicking anywhere on your screen

When reading is finished click 'stop share' to see one another





To end click 'stop share' so you can see each other and thank the child and the parent for a good session



Encourage them to use the online books during the week – perhaps they can read the book again



Remind them same time next week and end the meeting by clicking 'End meeting for all'



Let me show you!



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



REMEMBER
Shut all Zoom tabs and end previous meetings to ensure your child can join



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



Remind the parent/carer to stay visible - encourage them to sit by the child if they can



Speak clearly and do not rush if the parent/carer has limited English



Let the parent/carer know how important their support is to their child's success



Questions?



Learn to Love to Read
L2L2R

www.learn2love2read.org.uk

@learn2love2read