



**Welcome to Learn to Love to Read's
volunteer training for in-school and
virtual volunteers**



Safeguarding

**In-school & virtual
volunteering**

**Phonics and
Top Tips**



Safeguarding for in-school and virtual volunteers



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 reading volunteers?**





**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 policy



L2L2R volunteer handbook



**Your school's safeguarding policy
(in-school volunteers)**



**Keeping Children Safe in Education:
Part 1 *September 2024***



**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





For 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



For 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** email 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** 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** samreen@l2l2r.org to explain exactly what has happened



Reporting a concern



If you see or
hear anything
that worries
you, take action
IMMEDIATELY
before leaving
school or after
finishing your
online session

- **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

For in-school volunteers

- 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

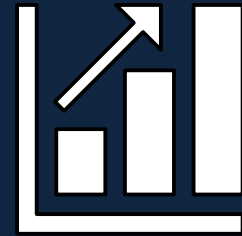
For virtual volunteers

- Do **not discuss** the incident with others
- Send an **email** to matilda@l2l2r.org 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



Reading support

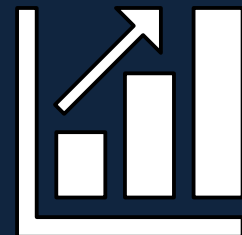
**Individual support to improve
reading fluency**



**Questions and chat to build
reading comprehension**



**Inspiration and fun to
increase reading confidence,
enjoyment and engagement**



In school
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

**Virtual
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**



What will I do in my in-school 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



What will I do in my virtual session?

1. Choose an appropriate level of book from the online reading library, start your Zoom session and share your screen so the child can see the book.

2. Listen to child read

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
- you can use the whiteboard in Zoom**

**6. Share a story from a higher book level to
read to the child**

7. Make notes in your own notebook

Virtual support helpline



- Dedicated virtual volunteer helpline
- Operates Monday – Thursday 4-6pm



- Telephone call or WhatsApp message



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



Phonics & Learning to Read



Why is reading so important?



- Government statistics show that 26% of children left school at the end of Year 6 in 2024 unable to read at the expected level.
- A fifth of children did not reach the expected standard in the Year 1 phonics test in 2024. For disadvantaged children, this figure rises to nearly a third.
- Disadvantaged children who achieve highly at the end of primary school are twice as likely to be read to at home in the early years, compared to their peers.
- Wandsworth's figures are slightly higher than the national average, but are broadly in line.



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
 march in the dark	ar	 born with a horn	or

 v	V	 volcano
 w	W	 wave
 x	X	 box
 y	y	 yoyo
 z	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

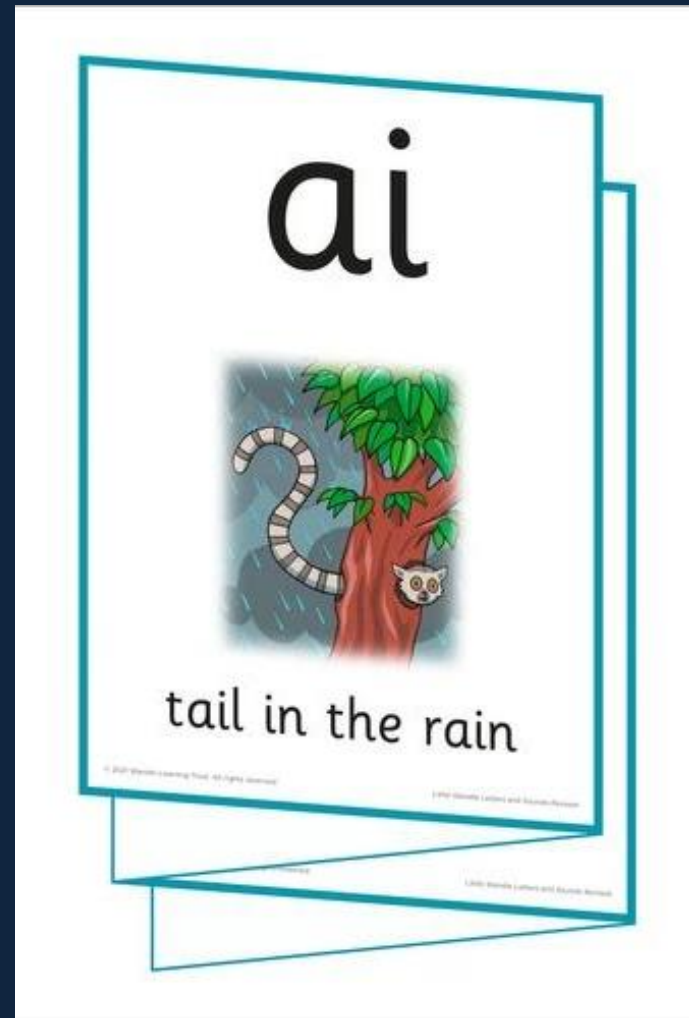
j
v
w
x
y
z
zz
qu
ch
sh
th
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ai
ee

igh
oa
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ar
or
ur
ow
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ea
oy
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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

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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ai
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or
ur
ow
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ay
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ea
oy
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ue
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wh

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

mop
spoon
singing

duck
date

ship
stamp
night
time

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

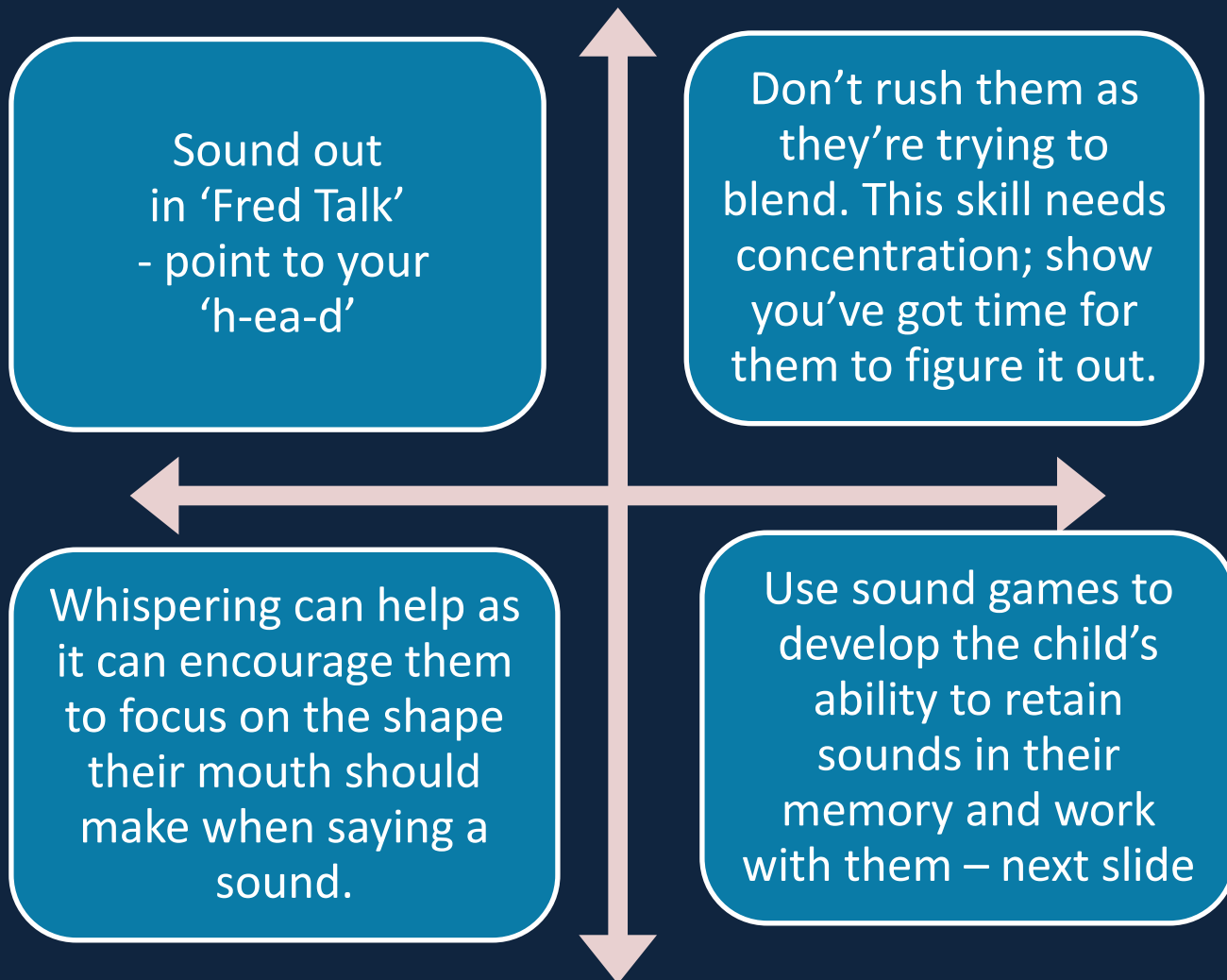


Children can sometimes find this tricky

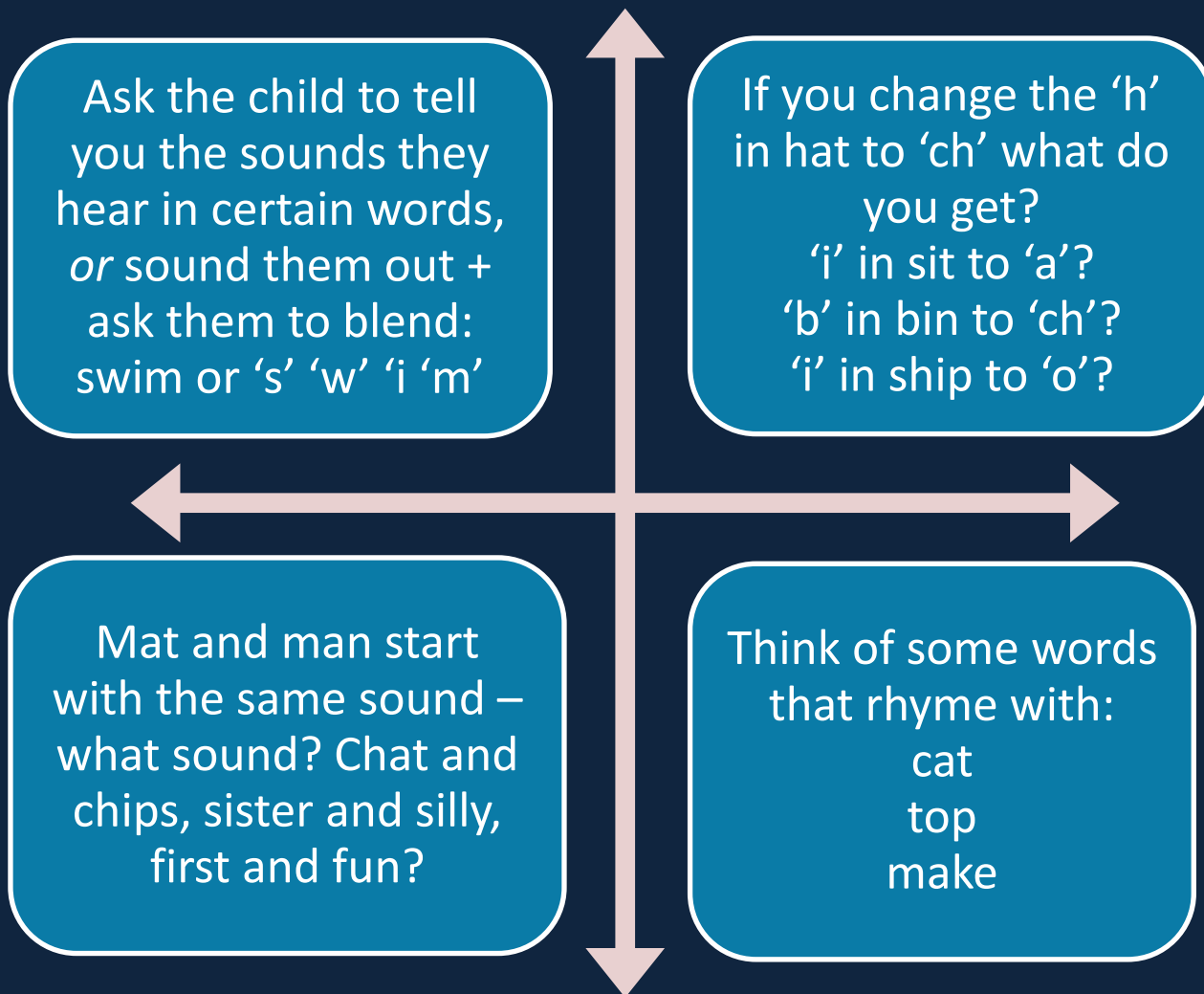


5. Read the words

Tricks if blending is hard



Sound games – no written words



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




```
graph TD; A[6. Understand what the words mean] --> B[We read to learn information or enjoy a story – reading aloud fluently is pointless if there is no understanding]; B --> C[Remember at all times as a volunteer to chat, question and check for comprehension – never assume!]
```

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 their school reading 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.



Children read with in school should bring out a book of the correct level as well as their reading record.



After hearing a child read their book, take time to share a more challenging book, either from the L2L2R box in school or from a higher level in the online reading library.

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

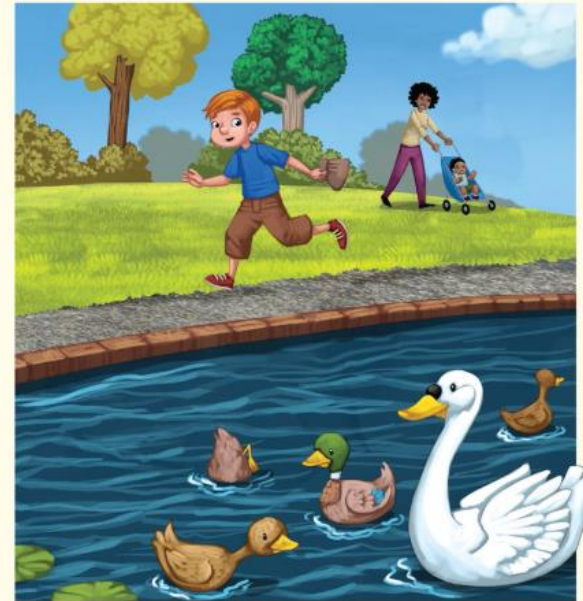
Sam and Carl go to the park with Dad.



2



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

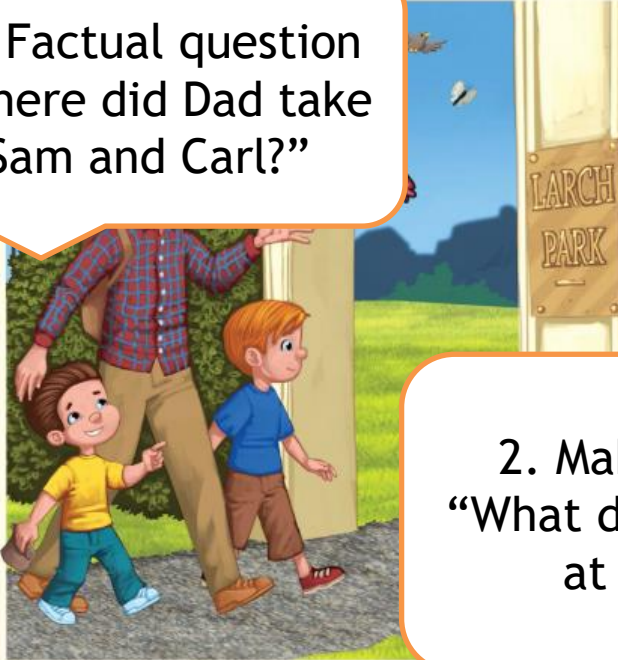


3

Asking Questions

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

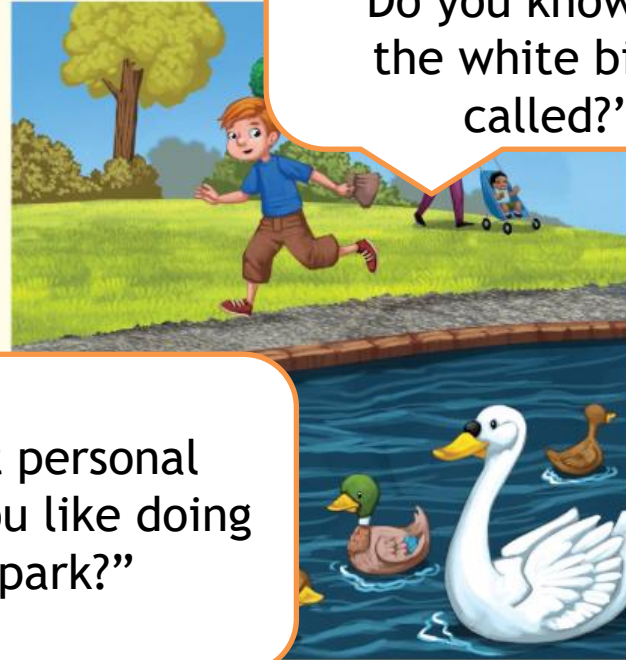
Sam and Carl go to the park with Dad.



2

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

They like to feed
“We can run to th



3

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



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



www.learn2love2read.org.uk