



## **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 & Virtual Volunteering Training 2021



**Safeguarding**

**Virtual  
volunteering  
- technology**

**Virtual  
volunteering  
- content**

**Phonics  
and Top  
Tips**



**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?**







**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**

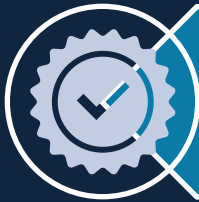
**Share concerns  
promptly and  
accurately**



**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**



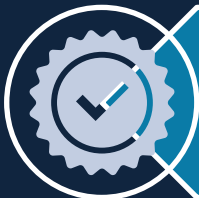
**L2L2R safeguarding information**



**L2L2R Volunteer Policy**



**Keeping Children Safe in Education:  
Part 1 *September 2020***



**Definitions and Signs of Abuse,  
NSPCC**

**You will receive details of  
these documents and  
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 must be **visible** at all times during every session
- Children should be in a **suitable space** – 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](mailto: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**  
once the session  
has ended

- Always **listen** carefully without interrupting
- Carefully note the exact details in your **notebook** – quote the child if appropriate
- 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 Teresa@learn2love2read with a clear outline of what has occurred
- Teresa will inform the **school** as soon as possible - you may need to speak to a member of staff to follow up



**Virtual reading support**

**Via Zoom**

**Contacting  
child at home**

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

**2 children -  
30 mins 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 a login for Rising Stars & Big Cat 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

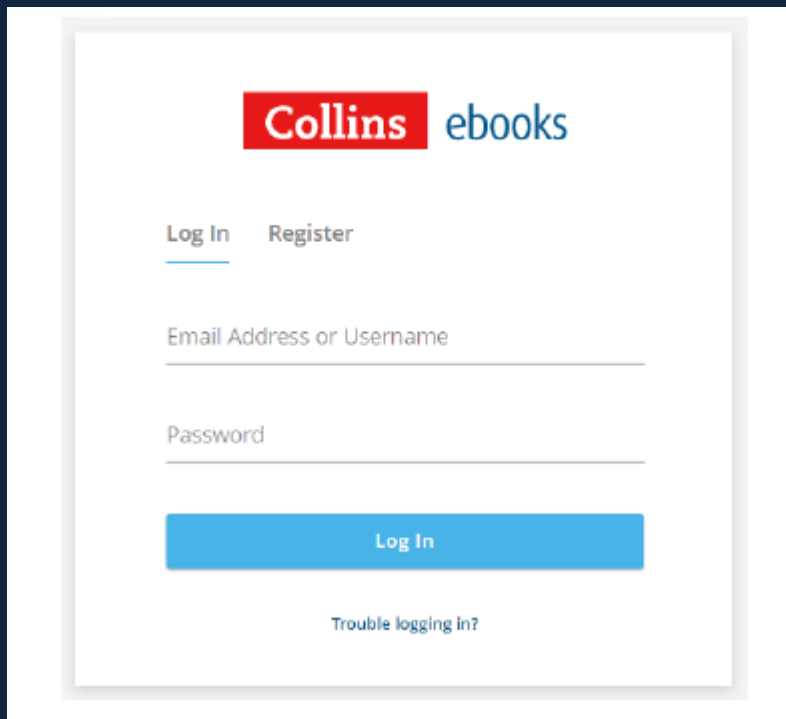


Make sure all  
personal  
documents and  
website tabs are  
closed



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

# Setting up your online reading books – Collins Big Cat – KS1 only

A screenshot of the Collins ebooks login page. At the top, the 'Collins ebooks' logo is displayed, with 'Collins' in white text on a red background and 'ebooks' in blue text. Below the logo, there are two links: 'Log In' (underlined) and 'Register'. Under these links are two input fields: 'Email Address or Username' and 'Password'. Below the password field is a blue 'Log In' button. At the bottom of the form, there is a link that says 'Trouble logging in?'.

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

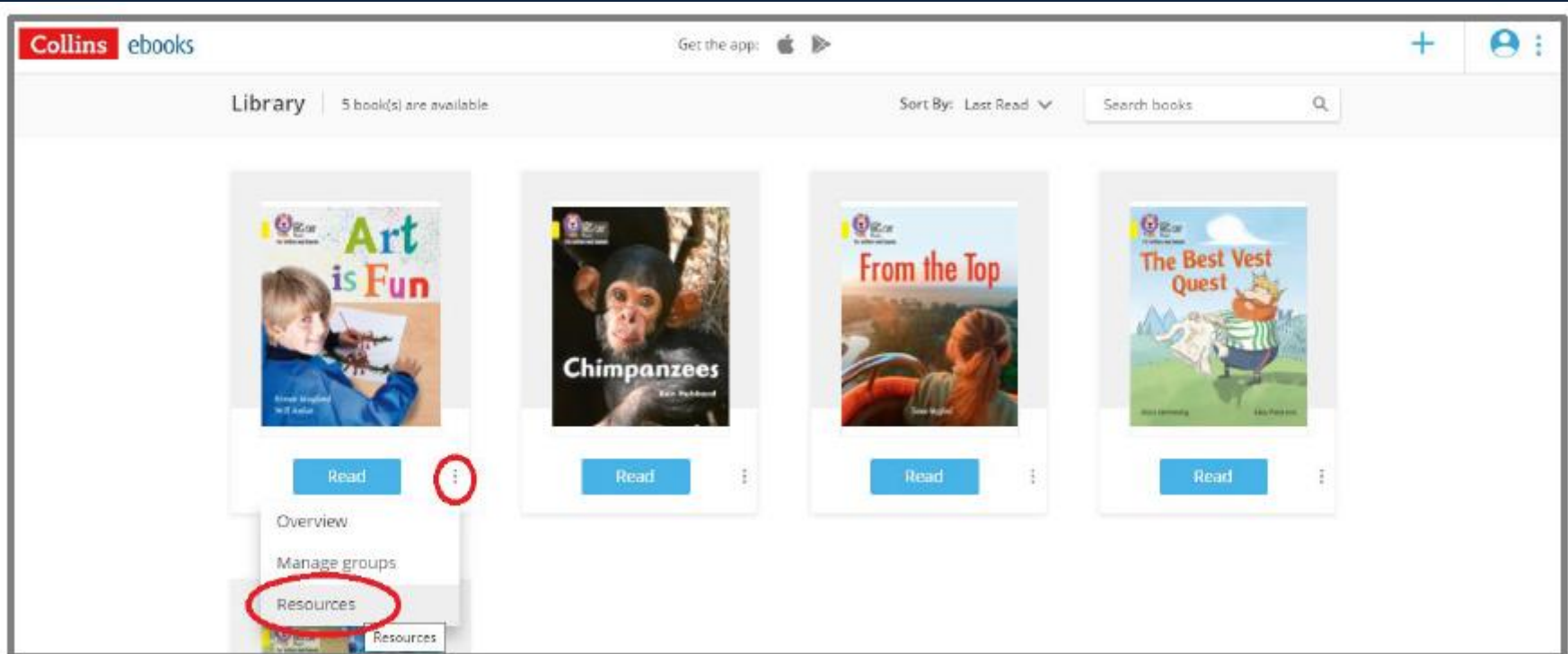
Log in details will be provided

Click on 'Log in' to enter the website

All 352 books available will appear on your bookshelf.

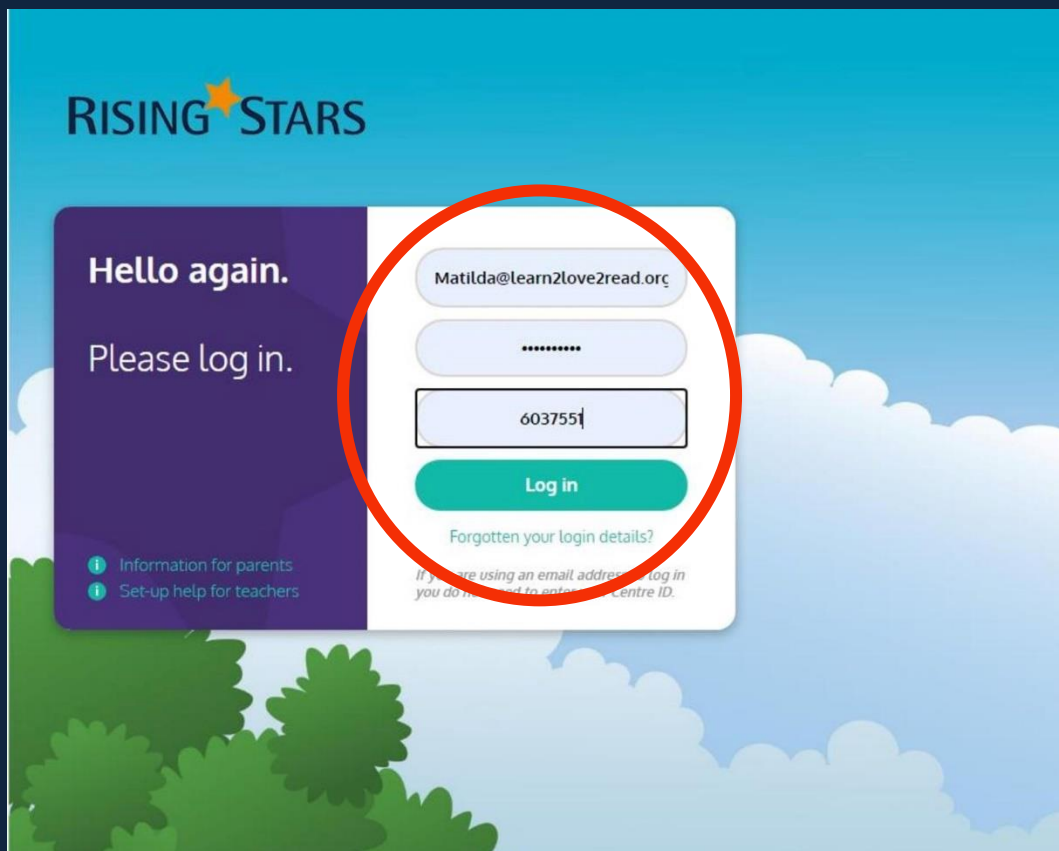
To select books of the right level for you child, enter the book band colour into the search field. KS1 books only.

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.





# Setting up your online reading books – Rising Stars

The image shows the Rising Stars login interface. On the left, a purple box contains the text 'Hello again. Please log in.' and two links: 'Information for parents' and 'Set-up help for teachers'. On the right, a white box contains the login form. The form has three input fields: the first contains the email 'Matilda@learn2love2read.org', the second contains masked characters '\*\*\*\*\*', and the third contains the Centre ID '6037551'. Below these fields is a green 'Log in' button. A red circle highlights the email, password, and Centre ID fields. Below the 'Log in' button, there is a link 'Forgotten your login details?' and a note: 'If you are using an email address to log in you do not need to enter your Centre ID.' The background of the login screen features a blue sky with white clouds and green bushes at the bottom.

**RISING STARS**

Hello again.  
Please log in.

Information for parents  
Set-up help for teachers

Matilda@learn2love2read.org

\*\*\*\*\*

6037551

**Log in**

Forgotten your login details?

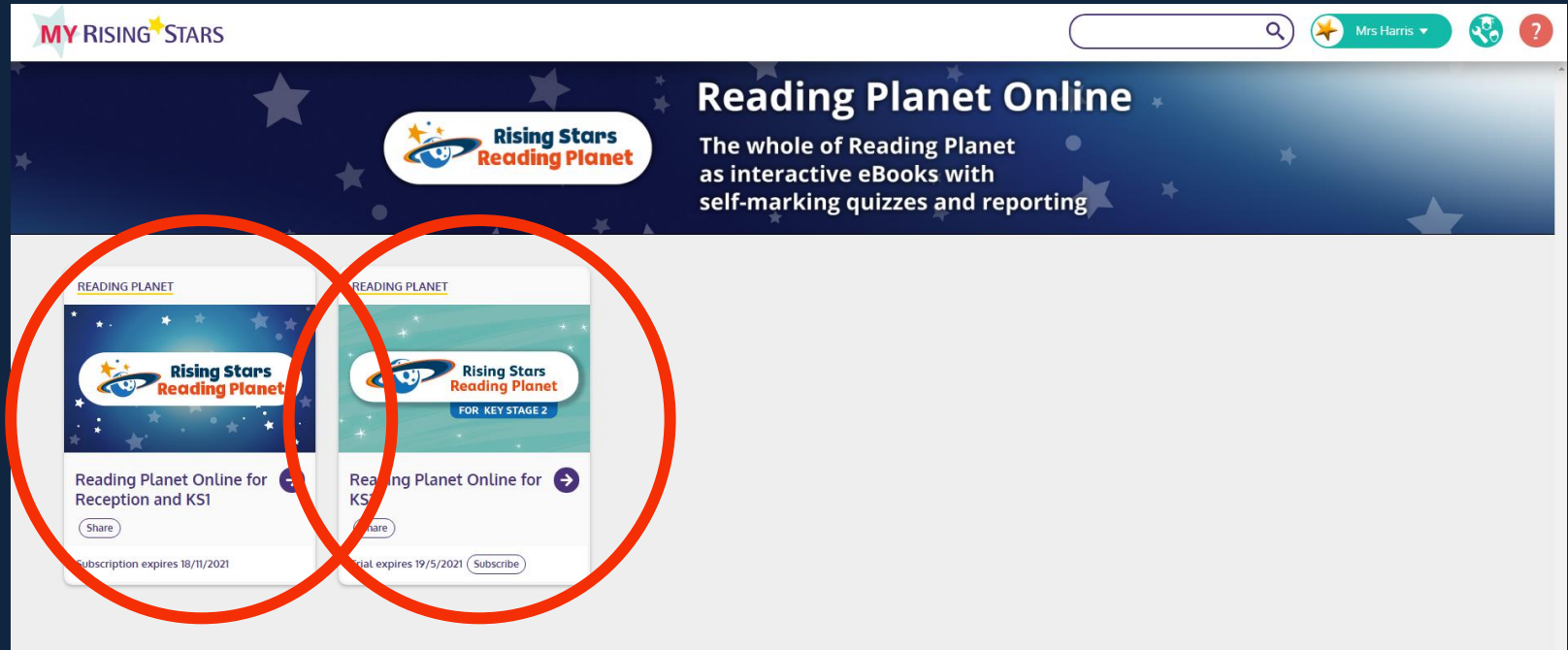
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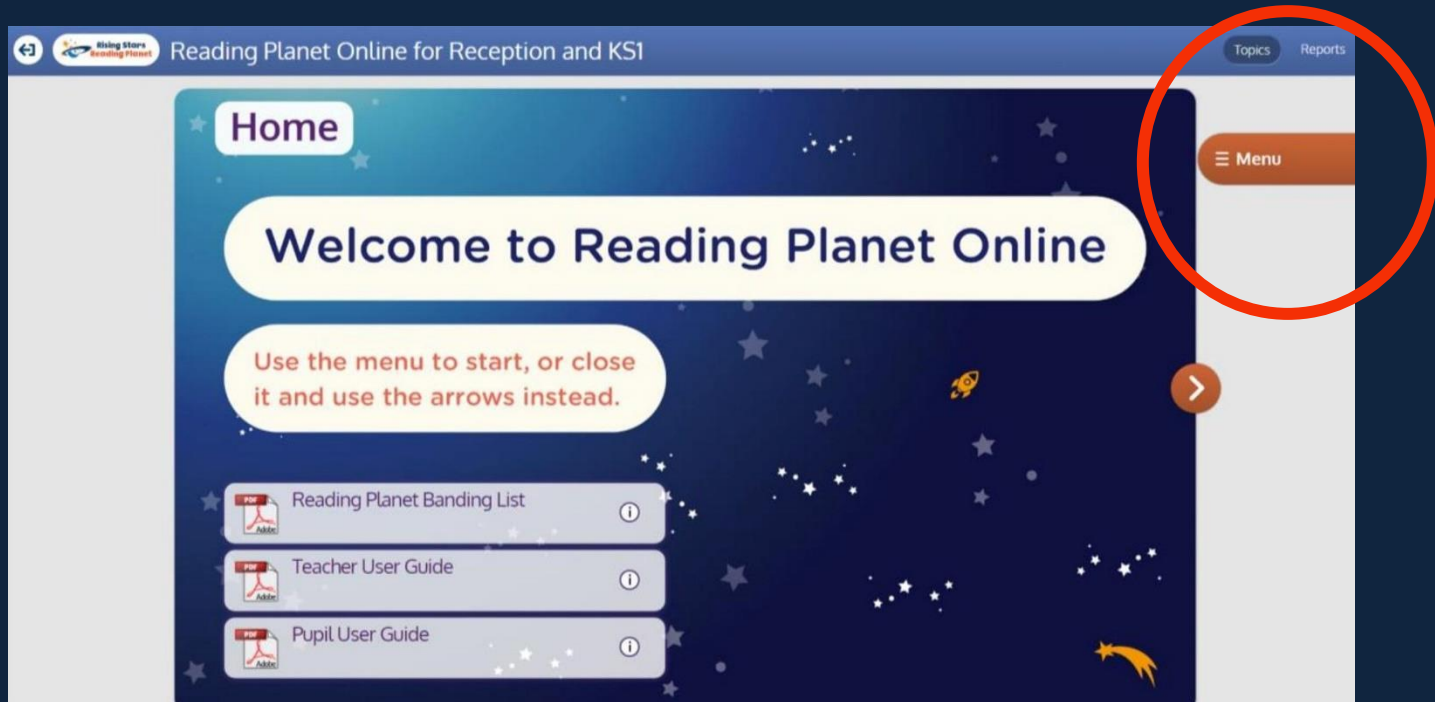
Go to  
<https://my.risingstars-uk.com/>

Log in details will be provided

Click on 'Log in' to enter the website



Click on the blue Rising Stars Reading Planet Online for Reception and KS1 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

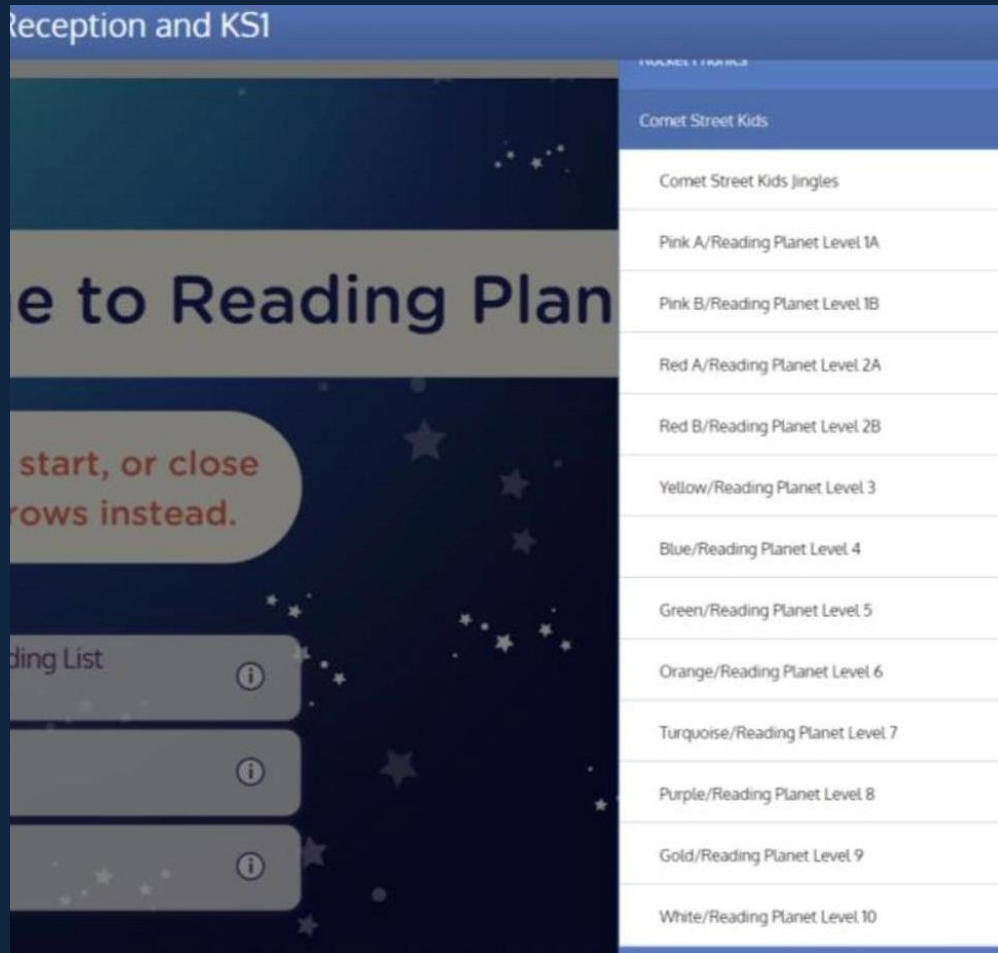
**Rocket Phonics** – fully decodable, phonics based,  
start with these

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

**Galaxy** – some more difficult words

KS2

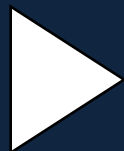
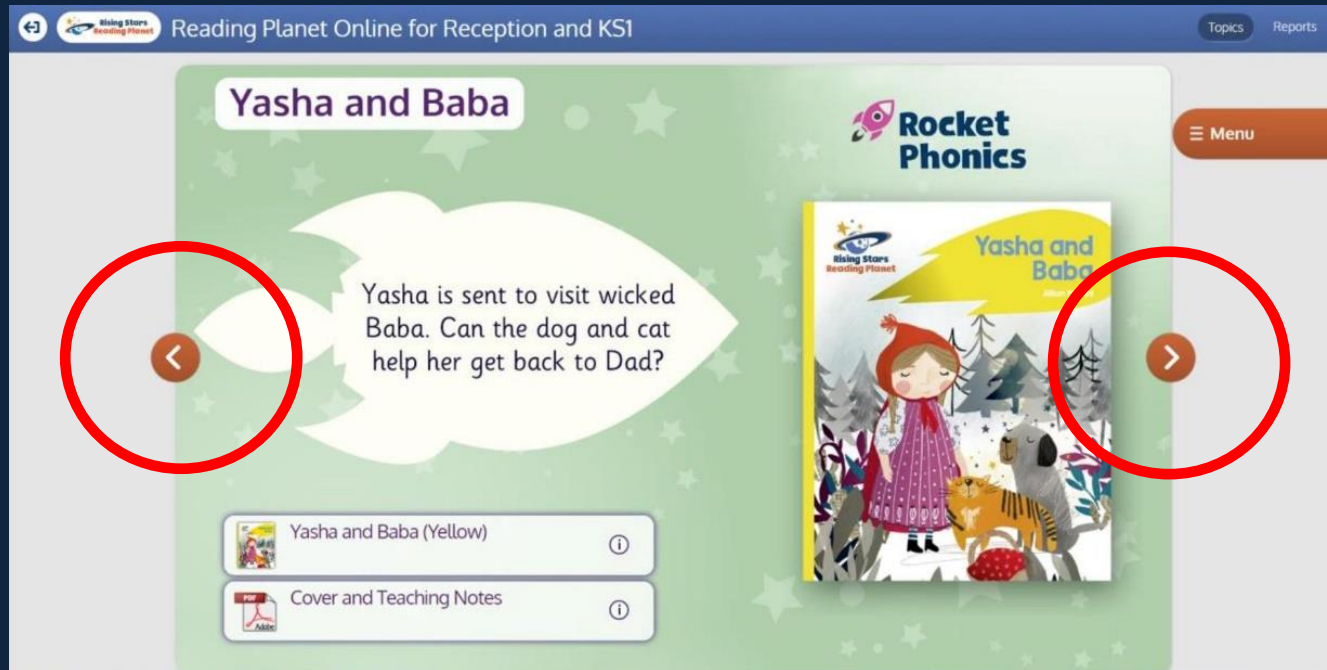
Just grouped by book colour



Select a series  
and choose the  
required colour  
band

When you receive  
details of your  
children you will  
be told what  
colour band to  
start on

Click on a book in  
that colour band



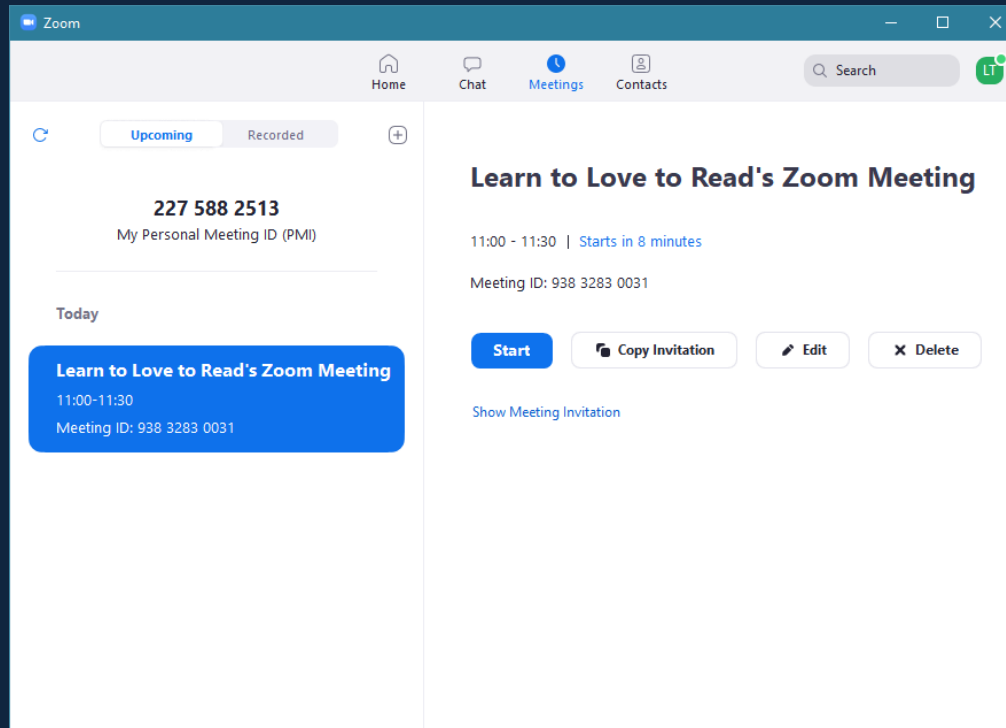
Your screen will look like this  
- use the orange arrows to move  
through the book selection





**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

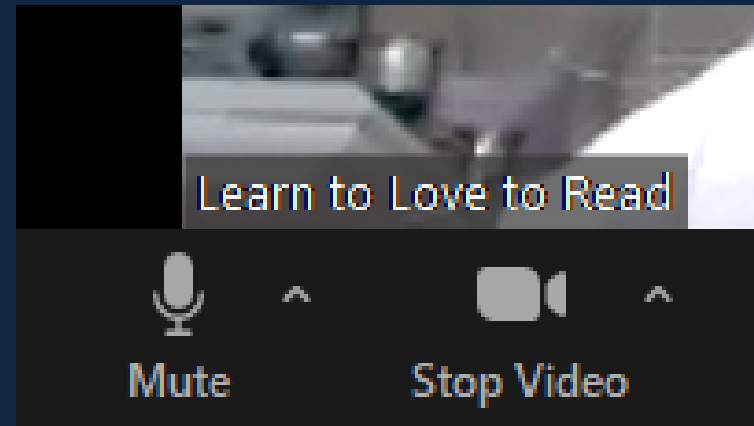




Video switched on (bottom left-hand corner of the screen)

Microphone not muted

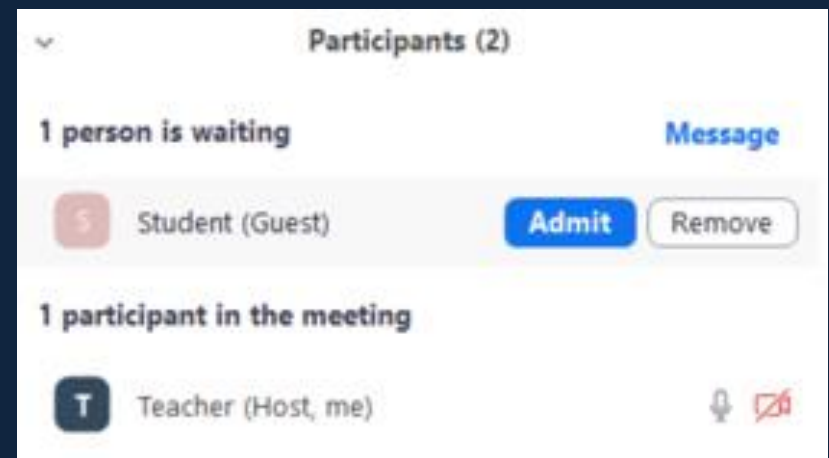
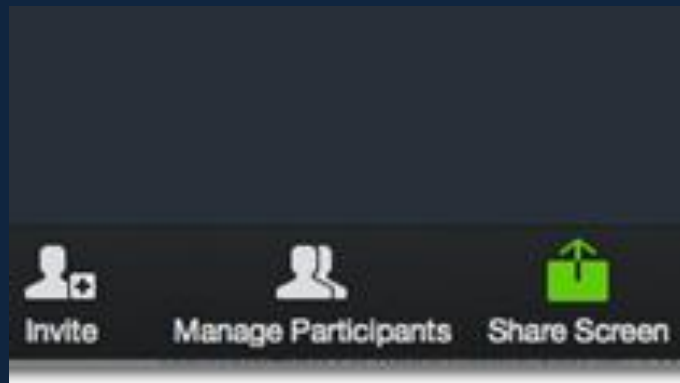
Now the child can see and hear you when they join the session



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



**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



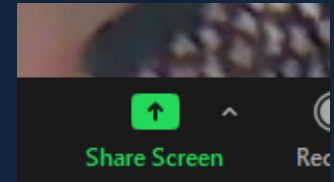
Suggest how the child and parent can work together during the week



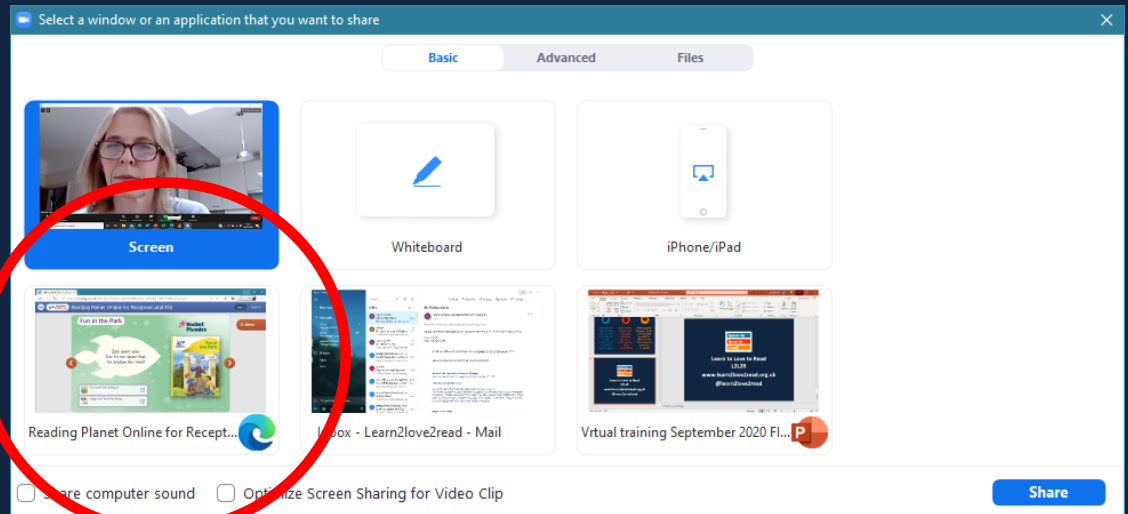


# Reading the book

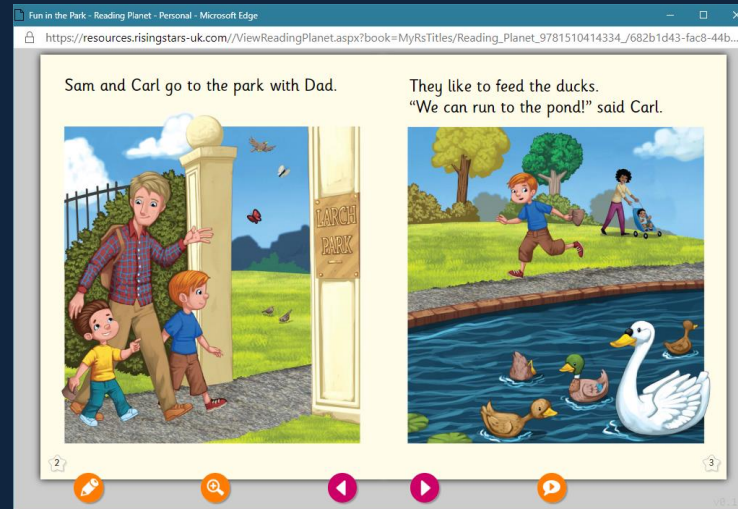
'Share screen' option (in green at the bottom of the screen)



Select the online reading scheme screen you have already opened



# Re-sharing screen – Rising Stars



## 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

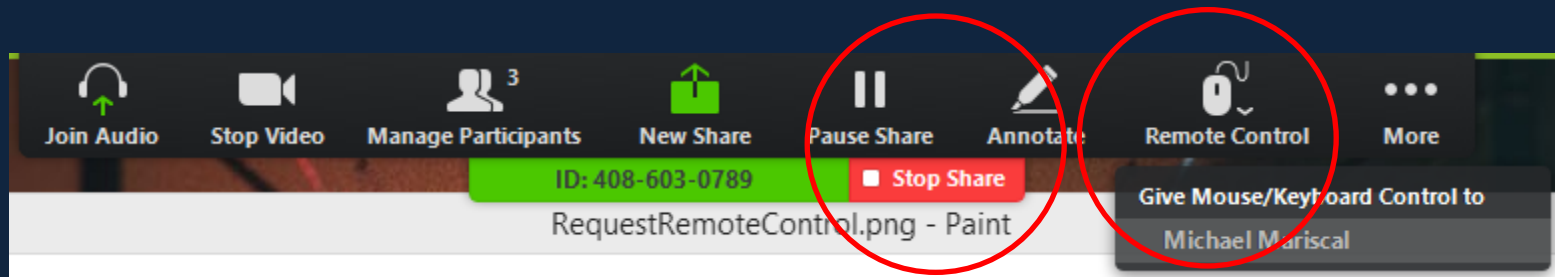
Hover your mouse at the top of the screen over the green box  
to bring up the black bar of options

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 – remind them what colour



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?

**BREAK**



**Safeguarding**

**Virtual  
volunteering  
- technology**

**Virtual  
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**Phonics  
and Top  
Tips**



# Why is reading so important?





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

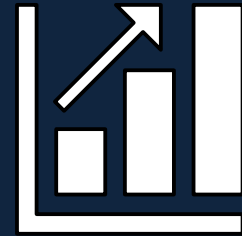
*(Department for Education 2019)*

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 poor pupils worst hit

*(National Foundation for Educational Research, 2020)*

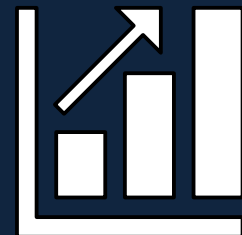
**Individual support to improve  
reading fluency**



**Questions and chat to build  
reading comprehension**



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







**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

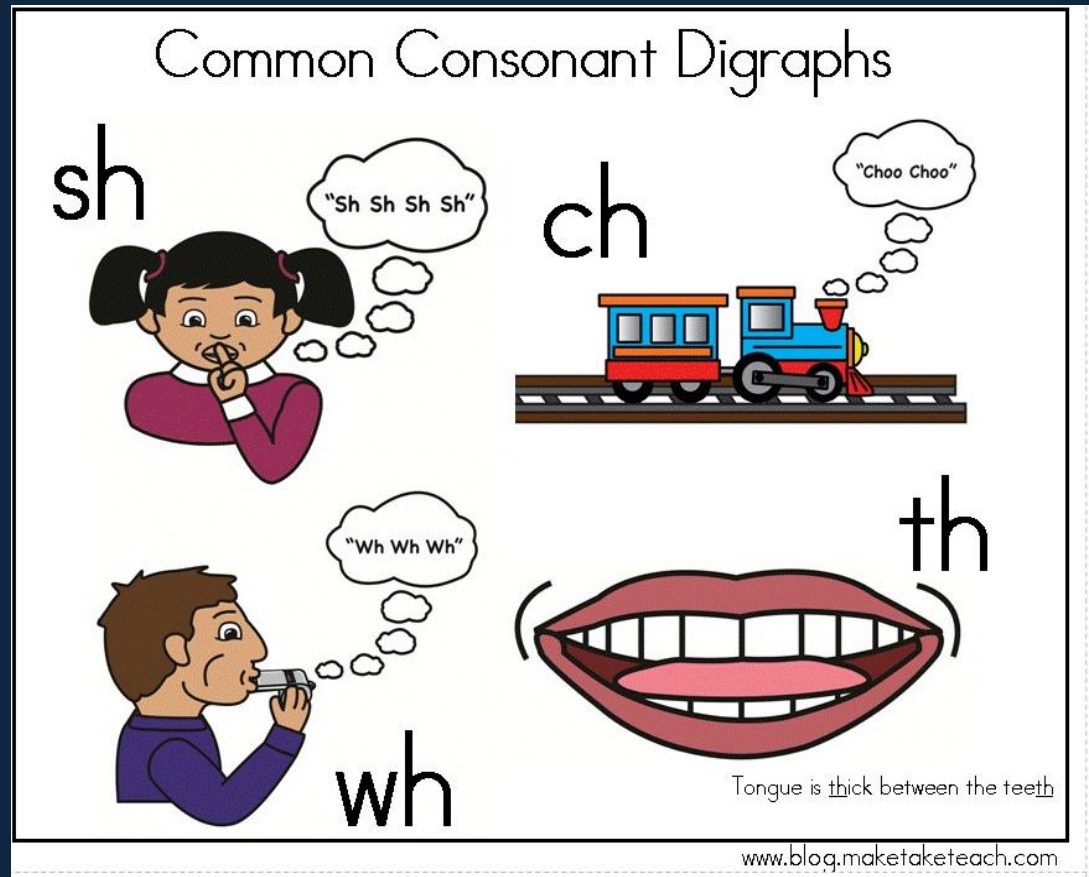


Understand what  
the words mean




**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




# 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

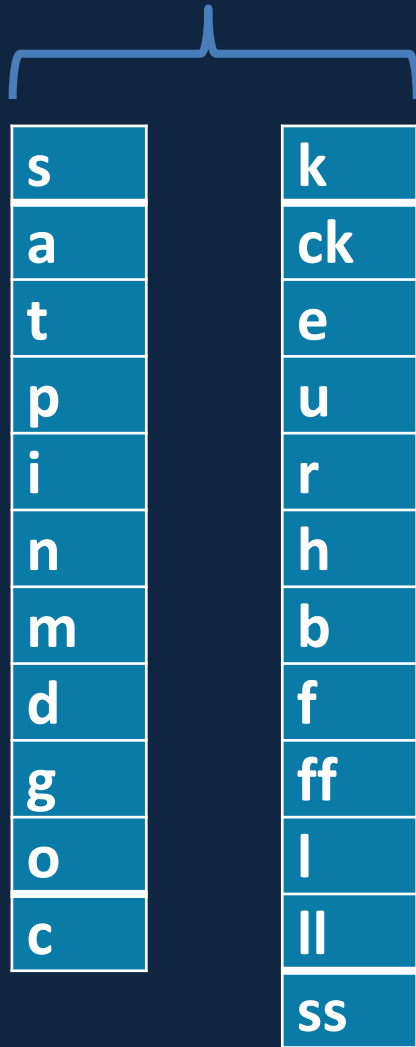


Schools teach the sounds using various phonics schemes  
- e.g. Read Write Inc, Letters and Sounds, Jolly Phonics



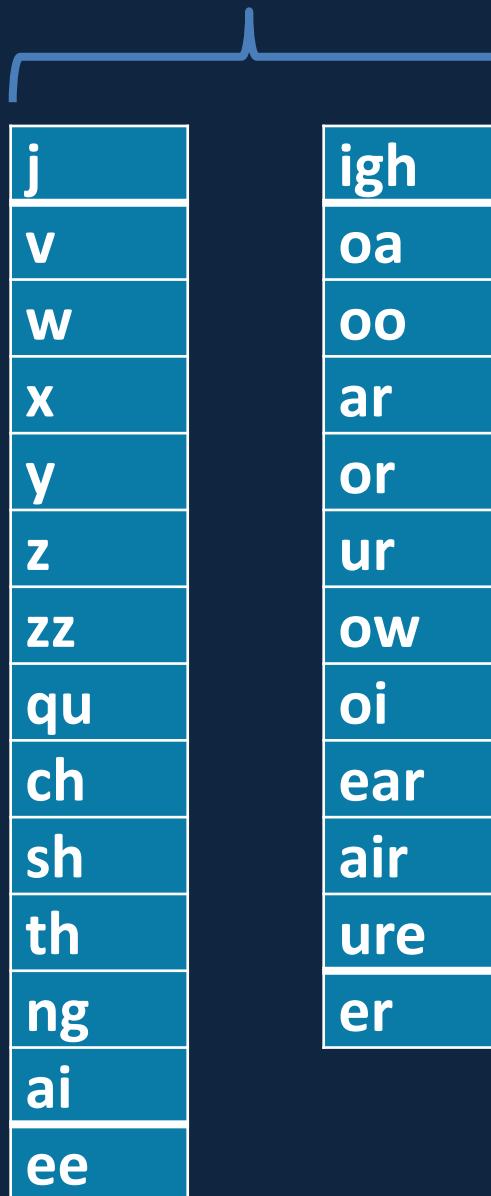
Each scheme introduces the sounds in a fixed order – they are grouped in phases – see next slide

## PHASE 2



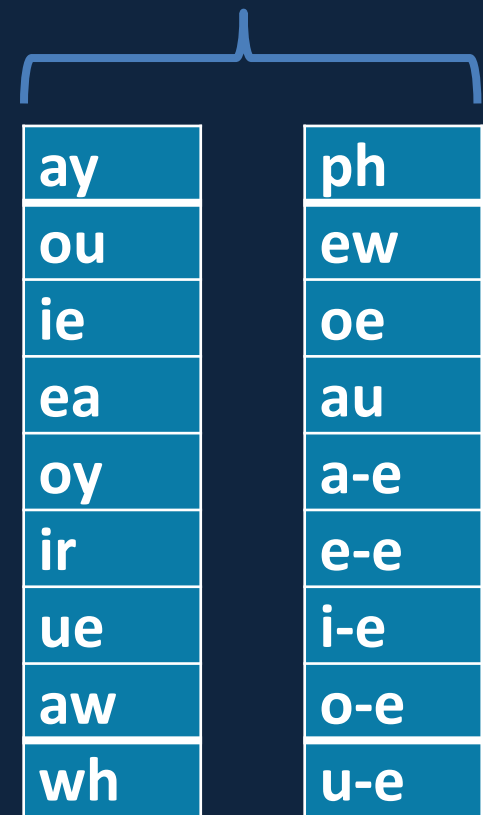
s	k
a	ck
t	e
p	u
i	r
n	h
m	b
d	f
g	ff
o	l
c	ll
	ss

## PHASE 3



j	igh
v	oa
w	oo
x	ar
y	or
z	ur
zz	ow
qu	oi
ch	ear
sh	air
th	ure
ng	er
ai	
ee	

## PHASE 5

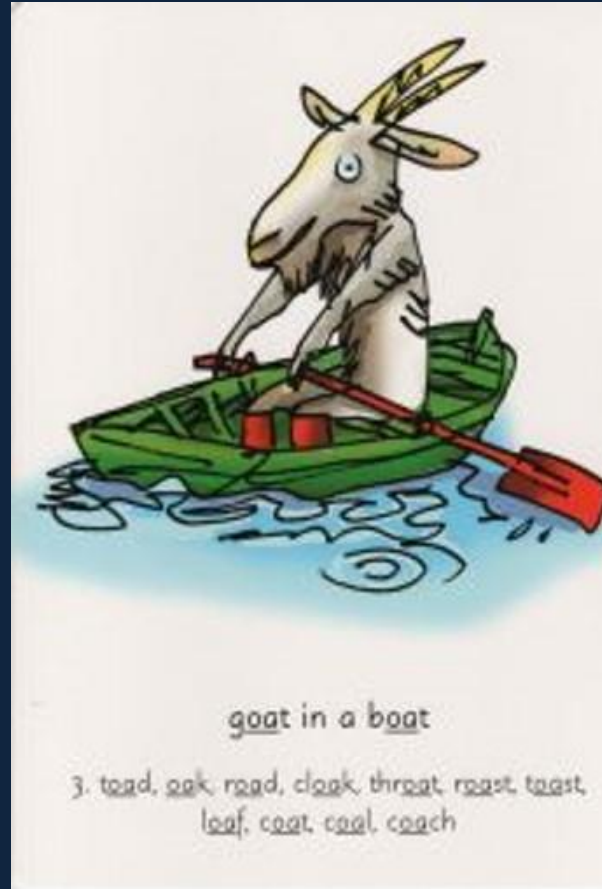


ay	ph
ou	ew
ie	oe
ea	au
oy	a-e
ir	e-e
ue	i-e
aw	o-e
wh	u-e

Some schemes  
use actions to  
help children  
remember

Some use  
images and  
rhymes

Some use  
games and  
quizzes



# Skill 2



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>



# Skill 3

**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

PHASE 2		PHASE 3		PHASE 5	
s	k	j	igh	ay	ph
a	ck	v	oa	ou	ew
t	e	w	oo	ie	oe
p	u	x	ar	ea	au
i	r	y	or	oy	a-e
n	h	z	ur	ir	e-e
m	b	zz	ow	ue	i-e
d	f	qu	oi	aw	o-e
g	ff	ch	ear	wh	u-e
o	l	sh	air		
c	ll	th	ure		
	ss	ng	er		
		ai			
		ee			



mop  
spoon  
singing

ship  
duck  
date

stamp  
night  
time

# Skills 4 and 5

4. 'Blend' the sounds together

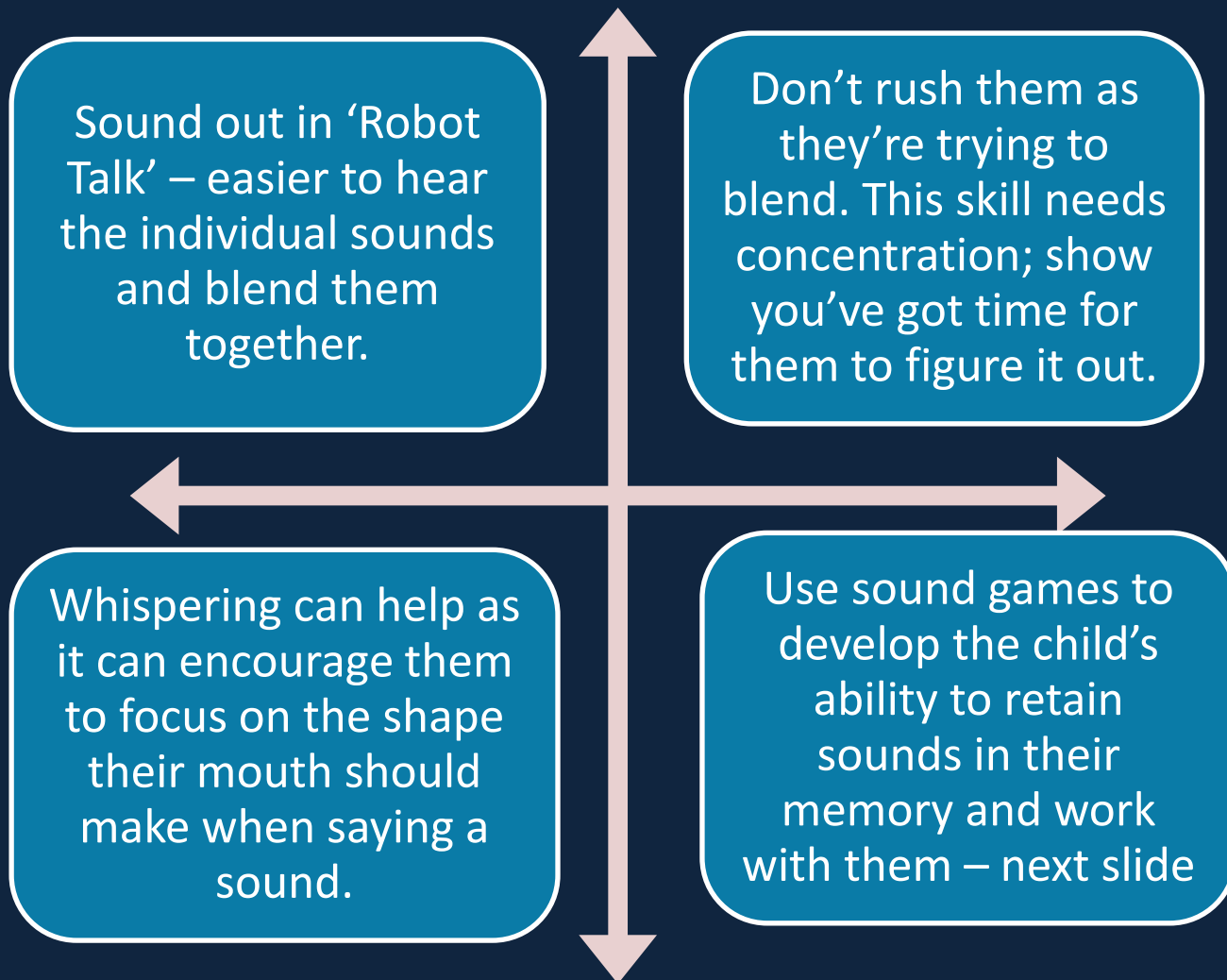


Children can sometimes find this tricky

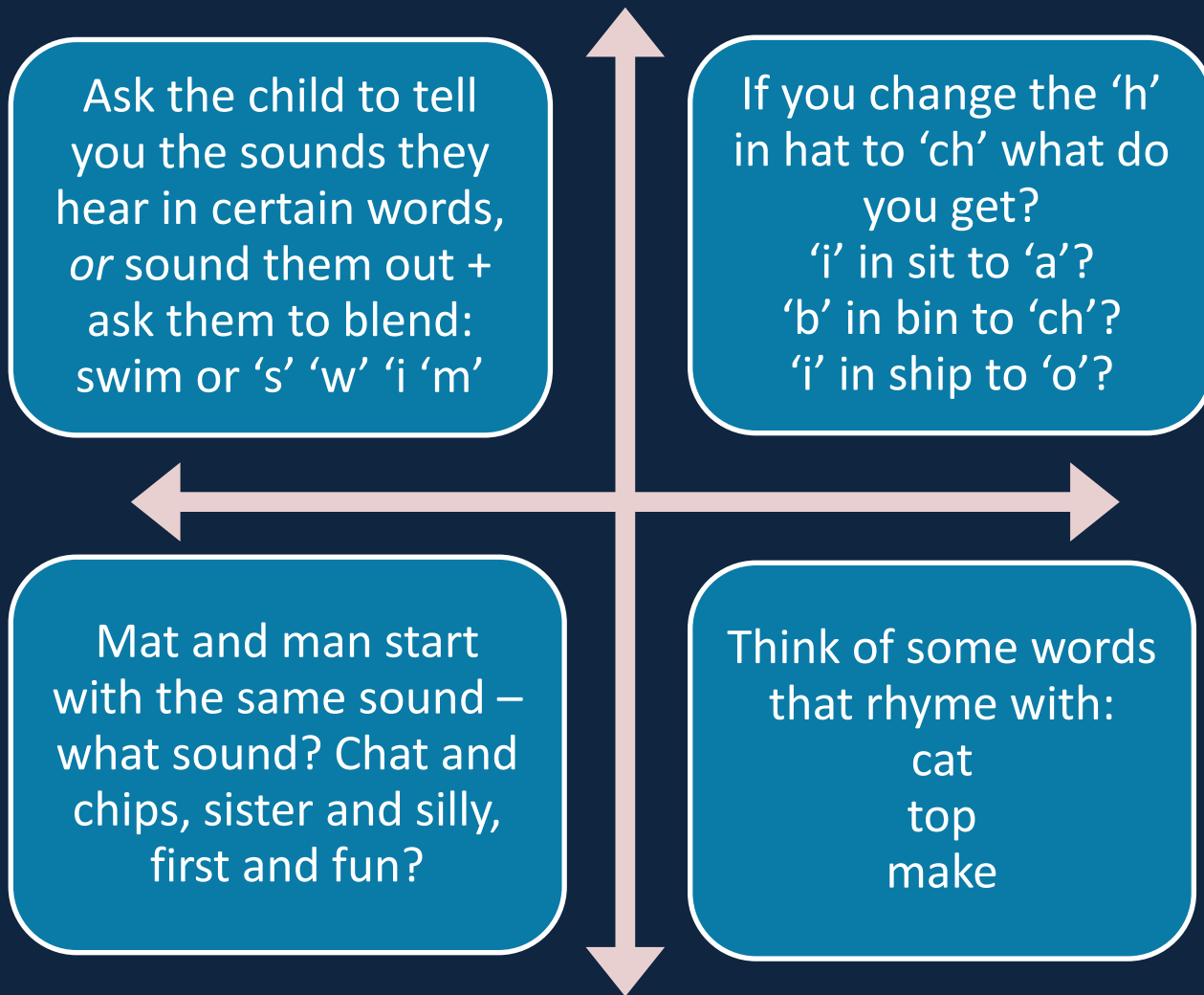


5. Read the words

# Tricks if blending is hard



# Sound games – no written words



voo



jound



terg



fape



# Year 1 phonics tests



### Tricky Word Spelling Lists

1. I
2. the
3. he
4. she
5. me
6. we
7. be
8. was
9. to
10. do
11. are
12. all

13. you
14. your
15. come
16. some
17. said
18. here
19. there
20. they
21. go
22. no
23. so
24. my

25. one
26. by
27. only
28. old
29. like
30. have
31. live
32. give
33. little
34. down
35. what
36. when

# tricky words / red words

There are some words you cannot sound out

Children need to learn them 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 are book levels / colours?

Reading Scheme books are given  
colours / level numbers to show  
their level of difficulty

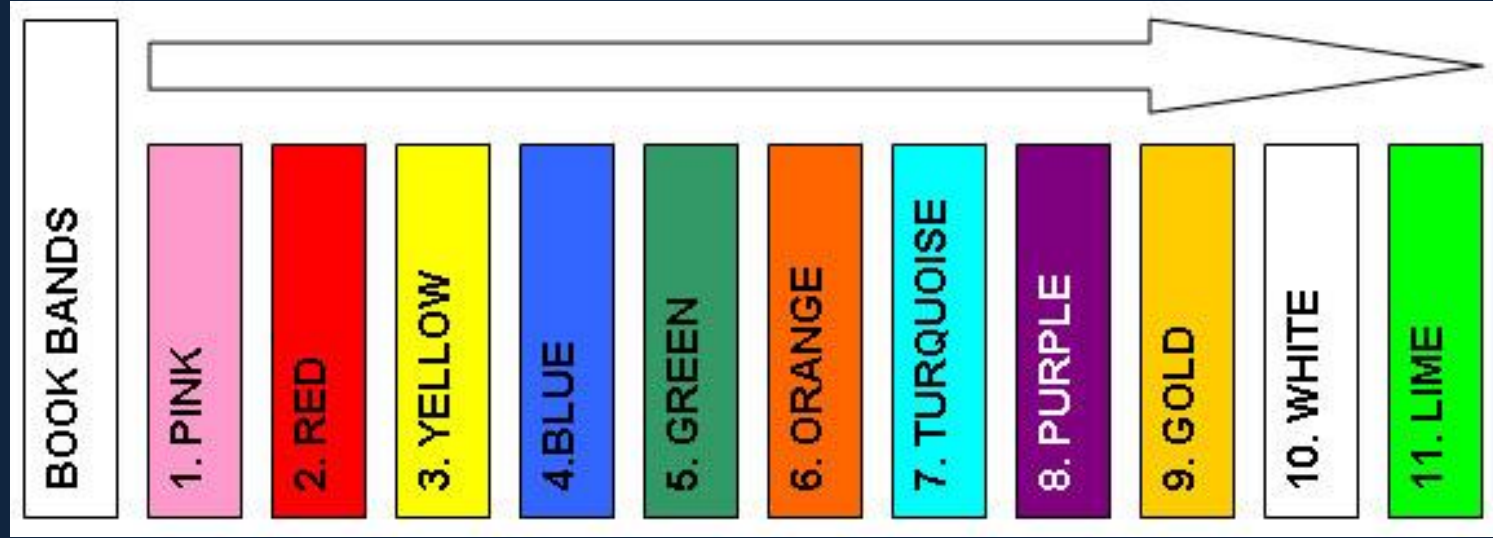


Children progress through the levels –  
ideally a new colour each half term



Make sure your child brings out a book of  
the appropriate colour – tell us if you feel  
your child's colour needs to change

# Book levels





# Hearing a child read

Key things to remember:

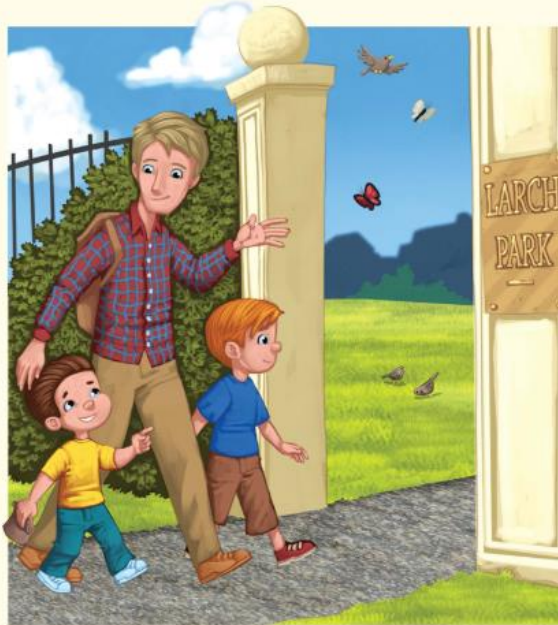
Sound out and blend

Spot digraphs and  
trigraphs

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

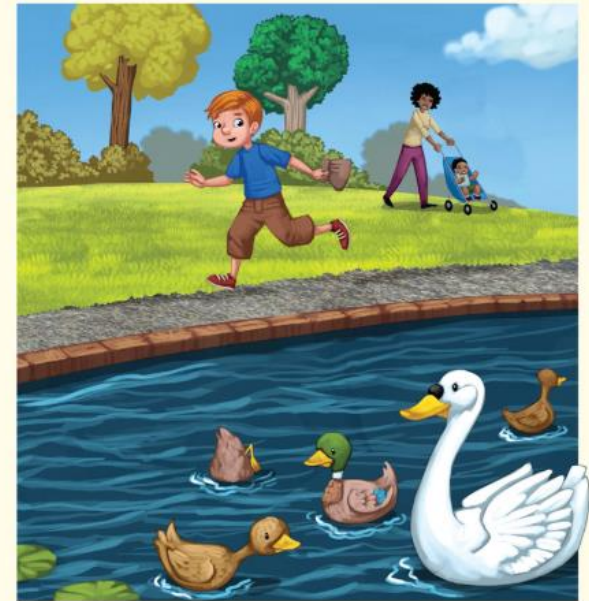
Chat and ask questions  
(see next slide)

Sam and Carl go to the park with Dad.



2

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



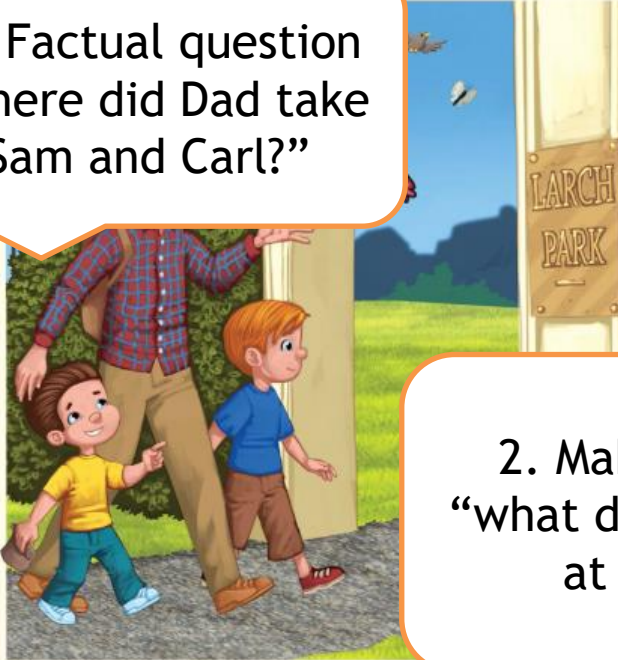
3



# Asking Questions

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

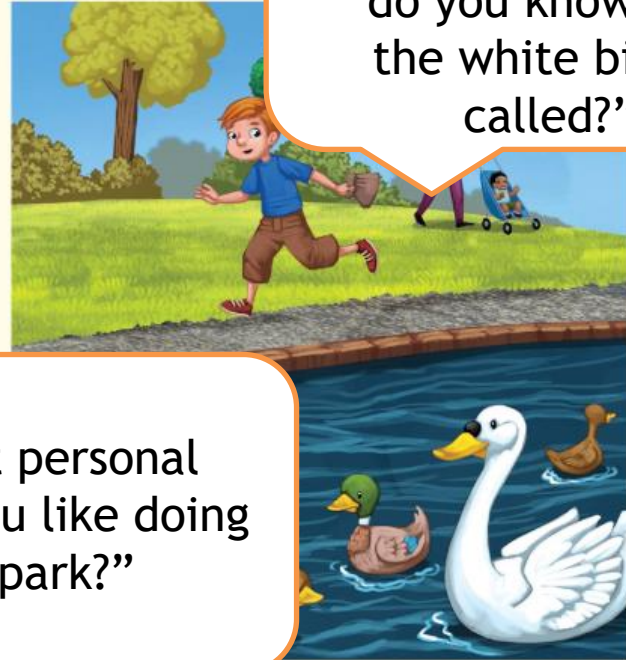
Sam and Carl go to the park with Dad.



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**



**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



**Learn to Love to Read**  
**L2L2R**

**[www.learn2love2read.org.uk](http://www.learn2love2read.org.uk)**

**@learn2love2read**



# In-School Volunteering & Safeguarding Training 2020



**What is 'safeguarding'?**

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enabling all  
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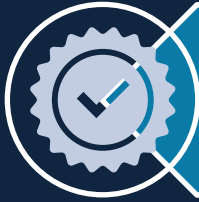
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**L2L2R safeguarding information**



**L2L2R Volunteer Policy**



**Your school's Safeguarding Policy**



**Keeping Children Safe in Education:  
Part 1 *September 2020***



**Definitions and Signs of Abuse,  
NSPCC**

**You will receive email  
copies of these documents  
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

- Ask the office for a copy of the school **safeguarding report form** that same day
- Pass the folded form to the school's **Designated Safeguarding Lead** – the information is confidential
- **Do not discuss** the incident with others
- **Email** [Teresa@learn2love2read](mailto:Teresa@learn2love2read) with a brief outline of what has occurred immediately



**In-school reading support**



**One school**

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

**15 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**  
**– they must bring a book with them**

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

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

**4. Go over a sound or tricky word - use the back of your notebook - don't share pens**

**5. Return child to classroom with same book**

**6. Make notes in your own notebook**

**7. Use hand sanitiser  
before collecting next child**



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**

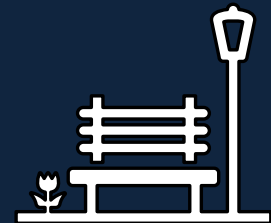
**Wash your hands on arrival  
and when you leave**



**Try to limit what you take  
into school**



**We will show you suitable  
places to sit - well-ventilated  
hall or corridor  
or an outside space**





**Use hand sanitiser  
after each child**



**Work side by side,  
at a safe distance,  
not face to face**



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



**Check your emails  
regularly for updates**



**Wear a visor - we will  
provide one – or mask**



**Do not go to school  
if you feel unwell  
– inform L2L2R and the  
school immediately**



**Contact us if you have  
any concerns**





**Questions?**



**Learn to Love to Read**  
**L2L2R**

**[www.learn2love2read.org.uk](http://www.learn2love2read.org.uk)**

**@learn2love2read**