



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?**





**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



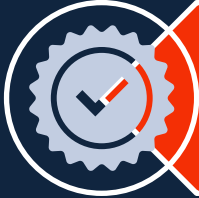
**All volunteers must
have a clear, up-to-date
enhanced DBS check**



**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 2021***



**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** Teresa@learn2love2read 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 that
volunteers take a lateral flow
test before going to school**



Wear a visor or mask



**Ask the school where they
would like you to sit- well-
ventilated hall, corridor
or an outside space**



**Use hand sanitiser on
arrival and after each child**



**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 regarding
school closures**



**Do not go to school if you feel
unwell - inform the school and
L2L2R if you test positive for Covid**




Contact us if you have any concerns





Questions?

VIRTUAL VOLUNTEERS JOIN



**Phonics
and
learning
to read**

Safeguarding

**Virtual
volunteering
- technology**

**Virtual
volunteering
- content**



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
 march in the dark	ar	 born with a horn	or

 volcano	v	 volcano
 wave	w	 wave
 box	x	 box
 yoyo	y	 yoyo
 zebra	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

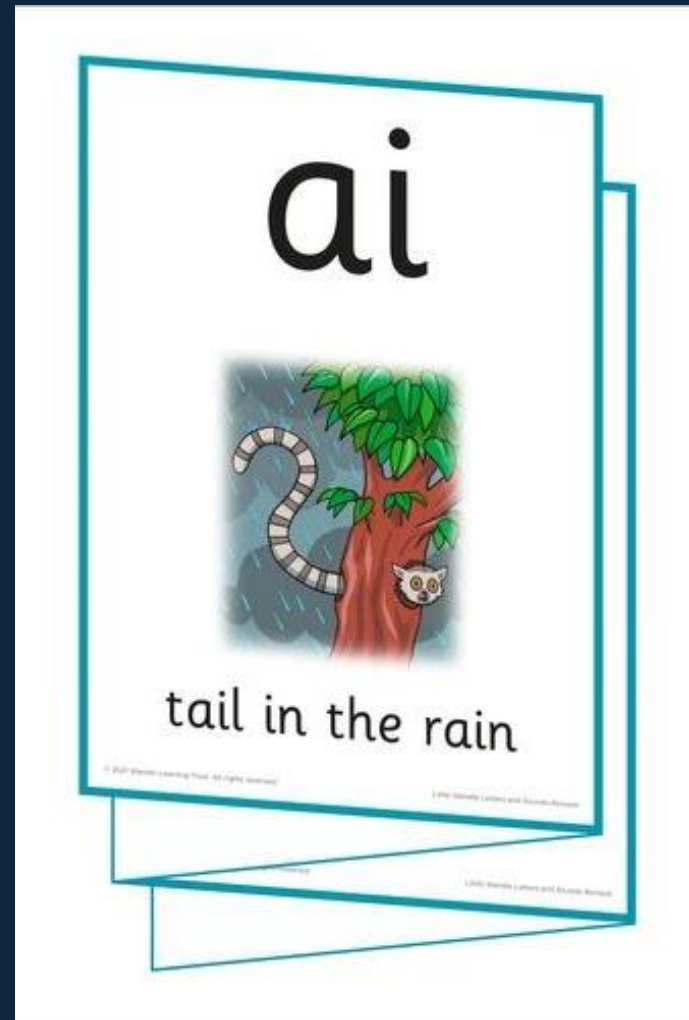
j
v
w
x
y
z
zz
qu
ch
sh
th
ng
ai
ee

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

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

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

ay
ou
ie
ea
oy
ir
ue
aw
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

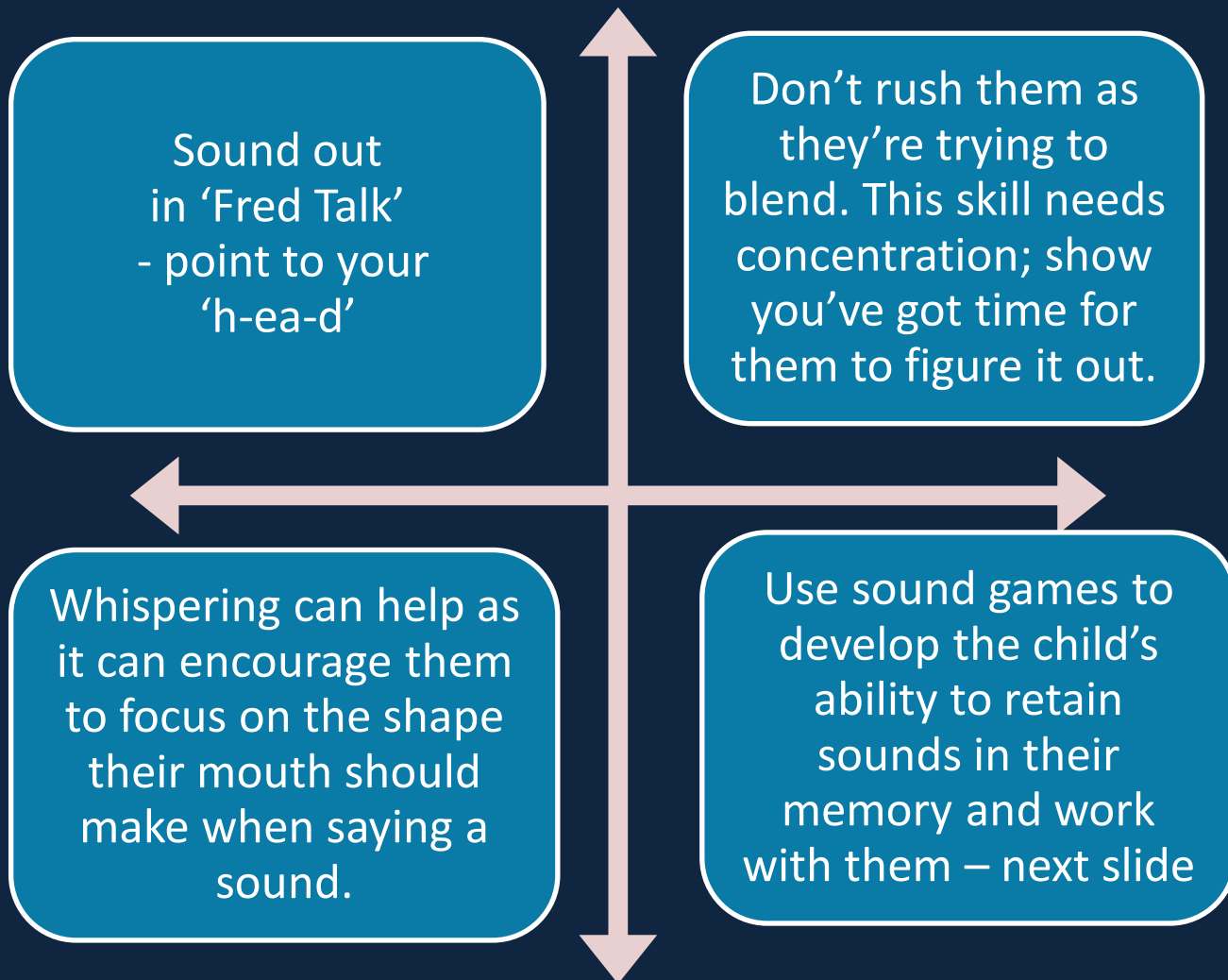


Children can sometimes find this tricky

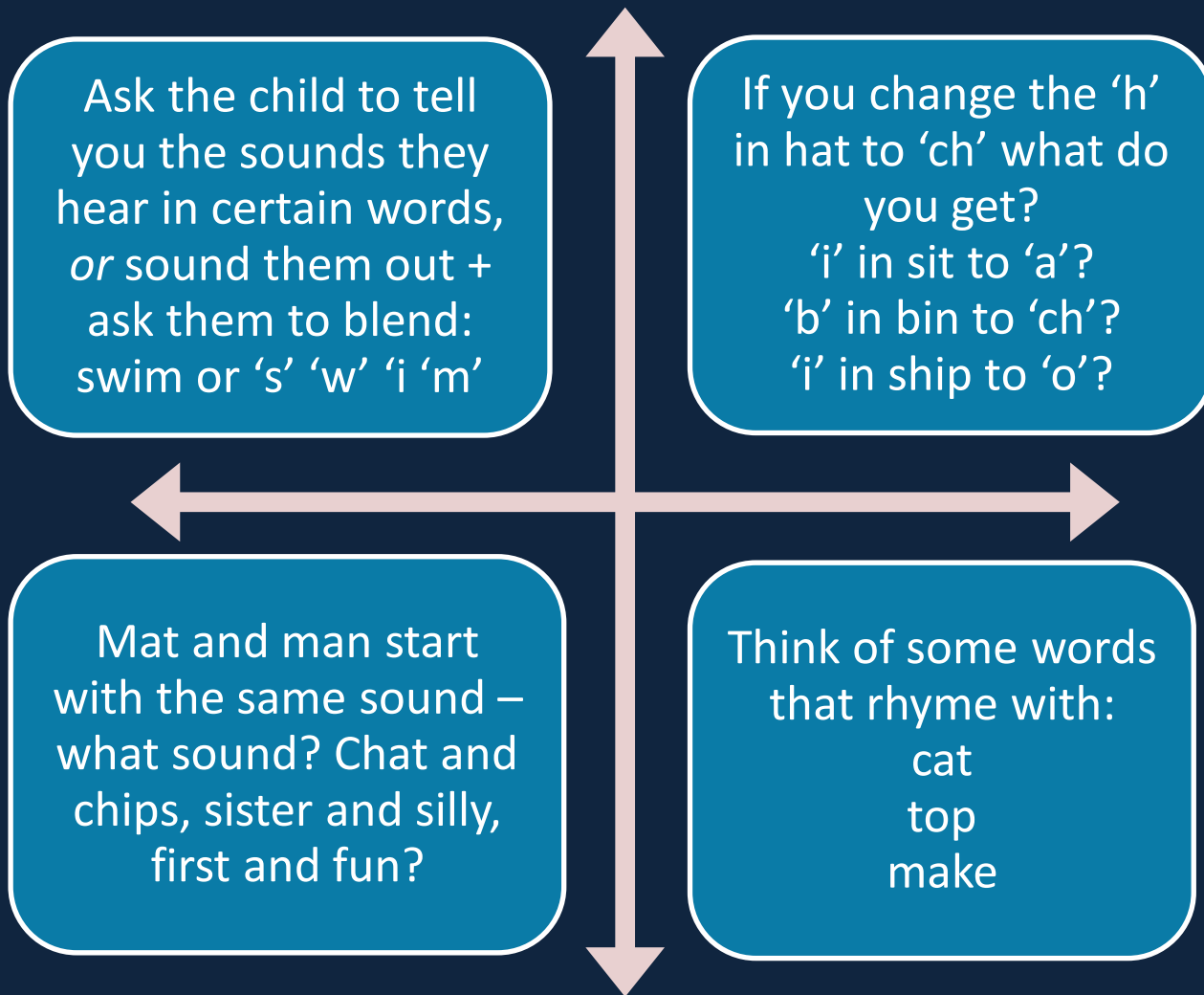


5. Read the words

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




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. 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

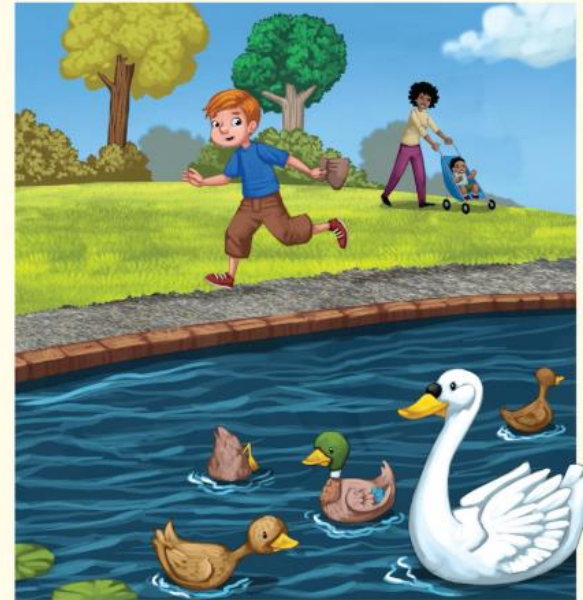
Sam and Carl go to the park with Dad.



2



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

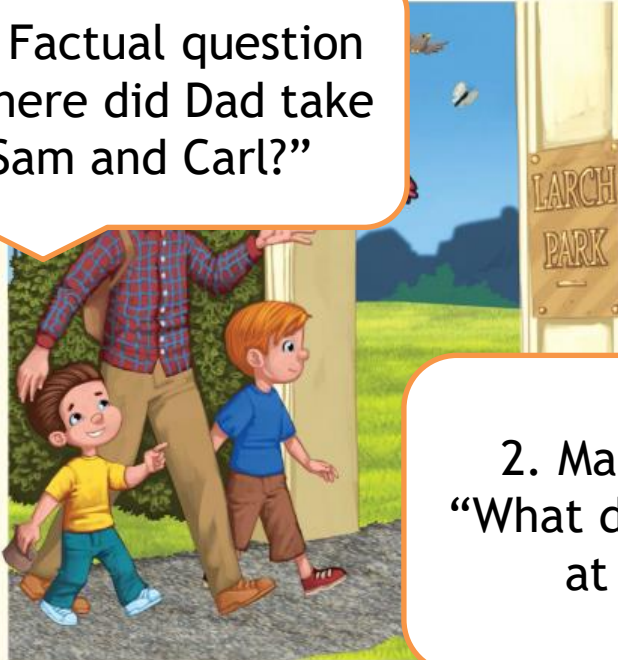


3

Asking Questions

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

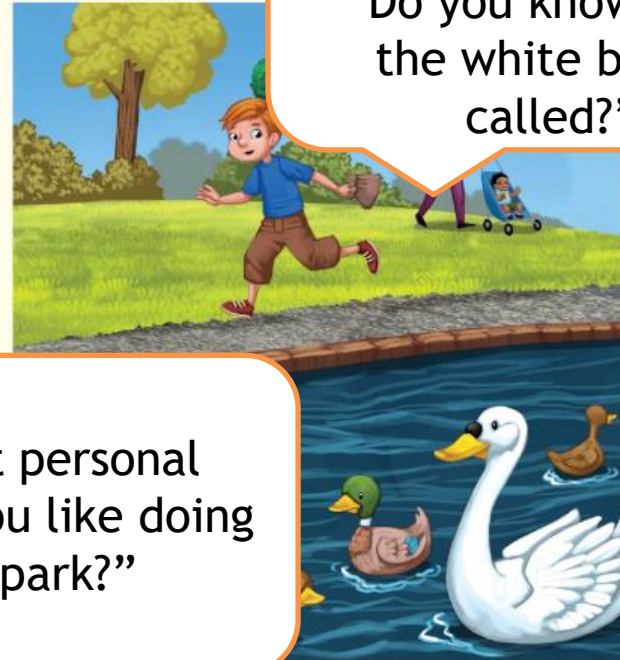
Sam and Carl go to the park with Dad.



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



Questions?

IN-SCHOOL VOLUNTEERS LEAVE



Safeguarding & Virtual Volunteering



What is 'safeguarding'?

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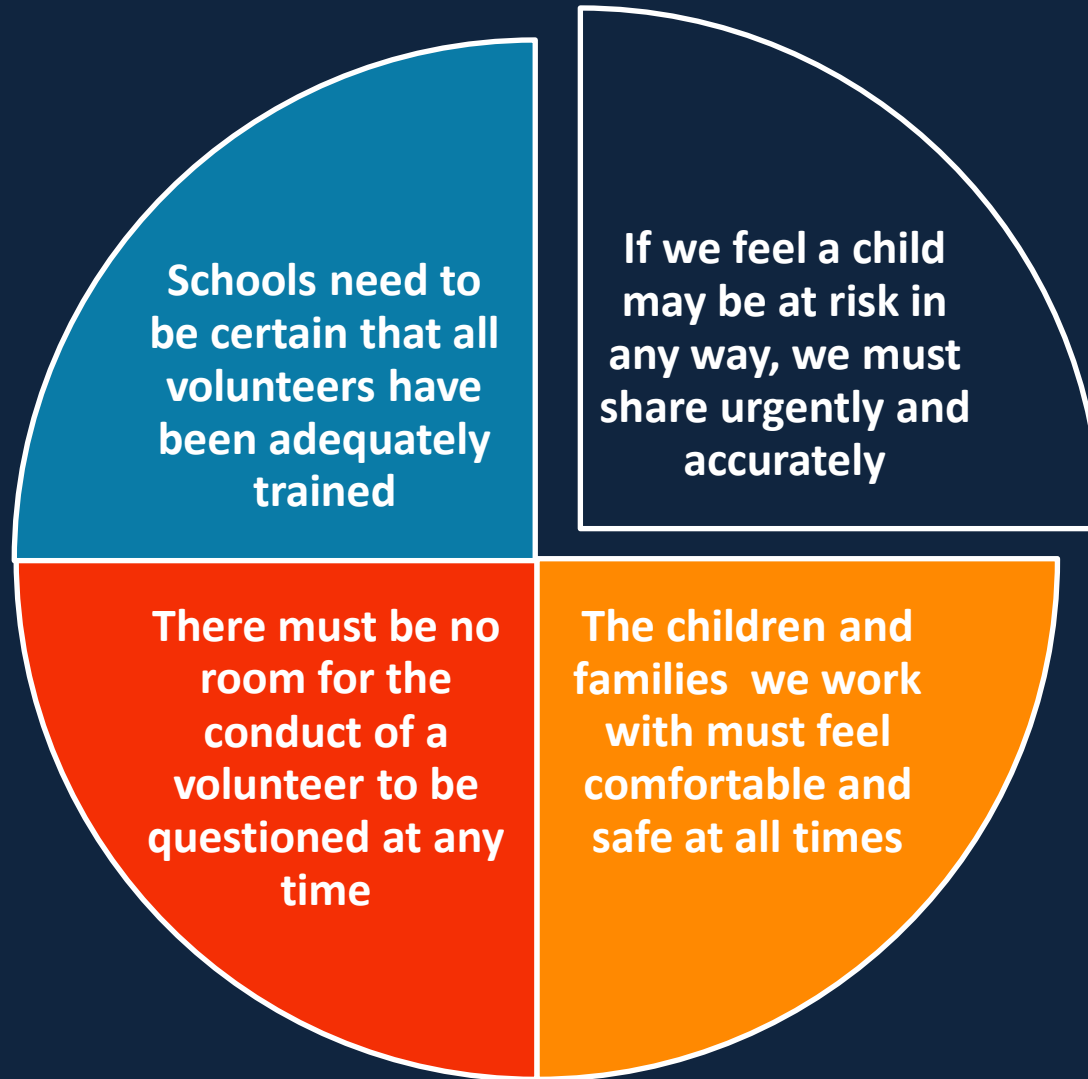
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What does 'safeguarding' mean for virtual reading volunteers?





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the best interests of the child**

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L2L2R safeguarding information



L2L2R Volunteer Policy



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**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 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

**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

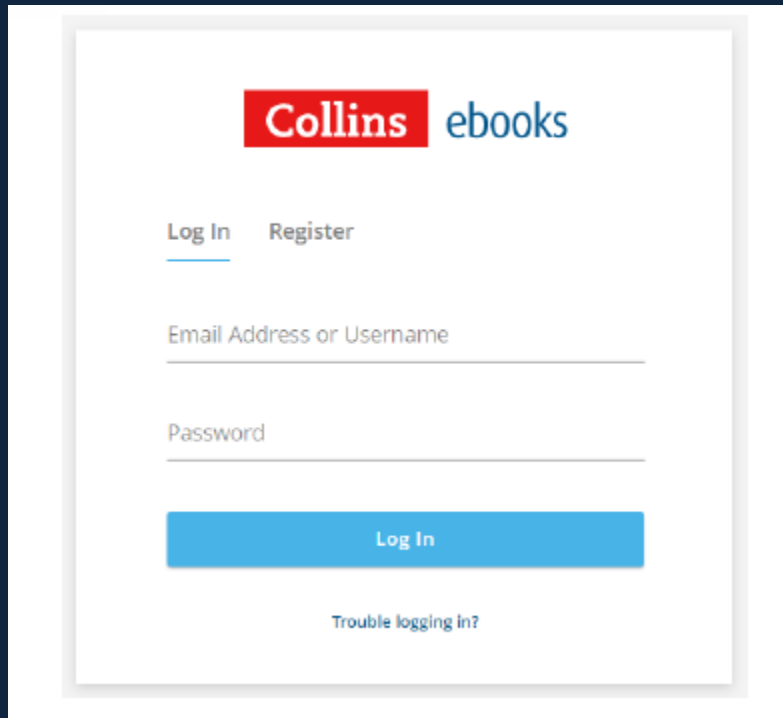


**Make sure all
personal
documents and
website tabs are
closed**



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

For beginner readers: Collins Big Cat

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 input fields is a blue 'Log In' button. At the bottom of the page, there is a link that says 'Trouble logging in?'.

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

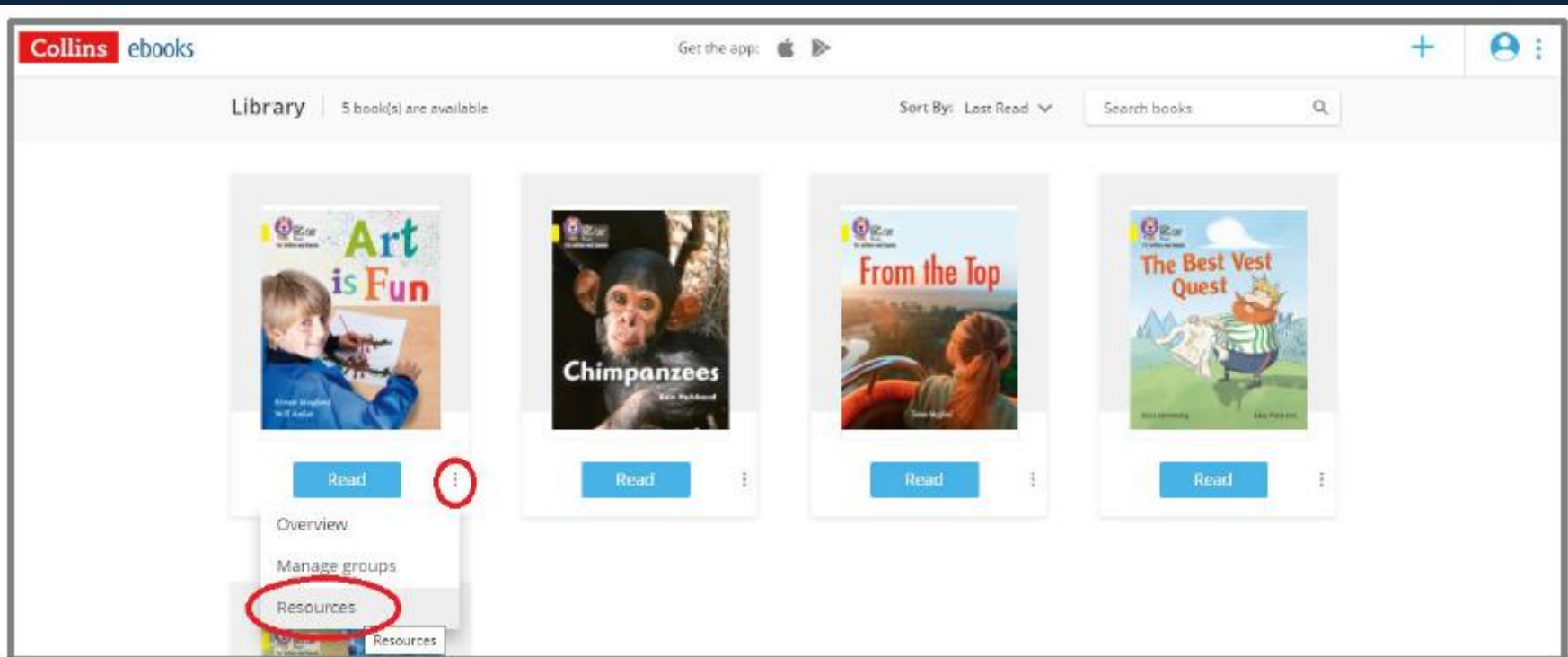
Log in details will be
provided

Click on 'Log in'
to enter the website

All the books available will appear on your bookshelf.

Use the Little Wandle e-books for beginner readers. 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

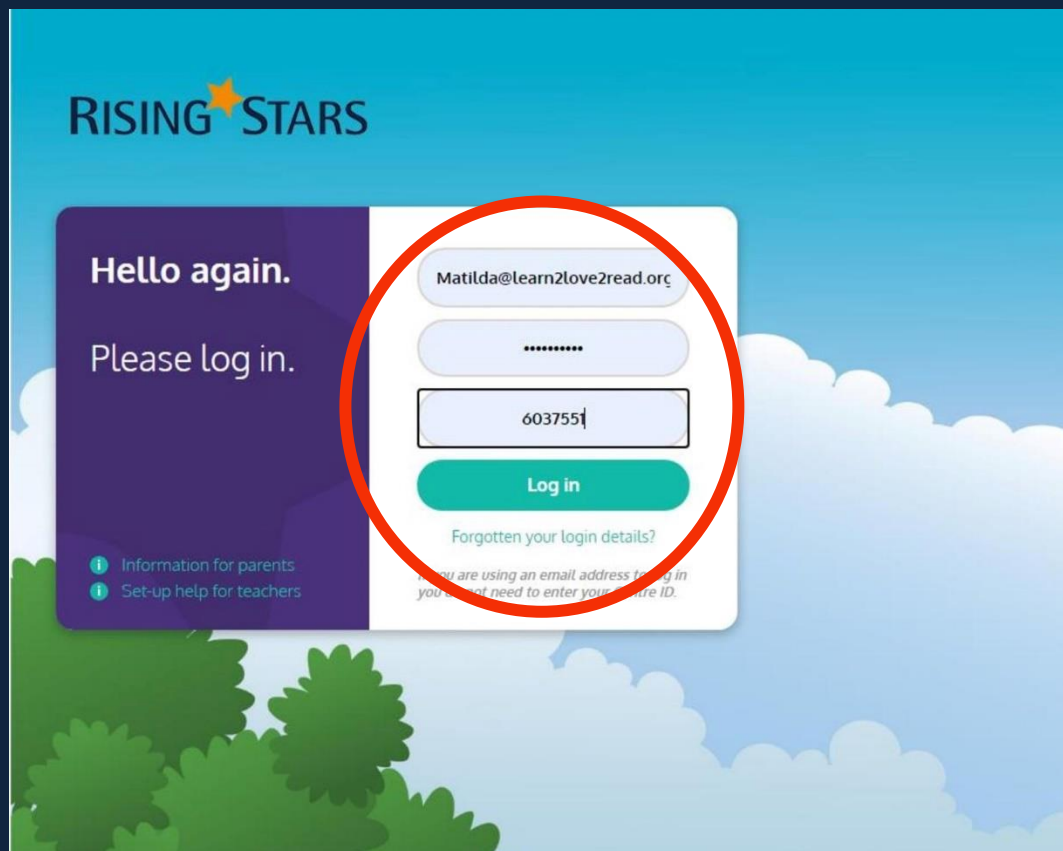
You can add a bookmark to any page by clicking on the icon on the corner of the page



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 ebook 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

Reading Planet Online for Reception and KS1

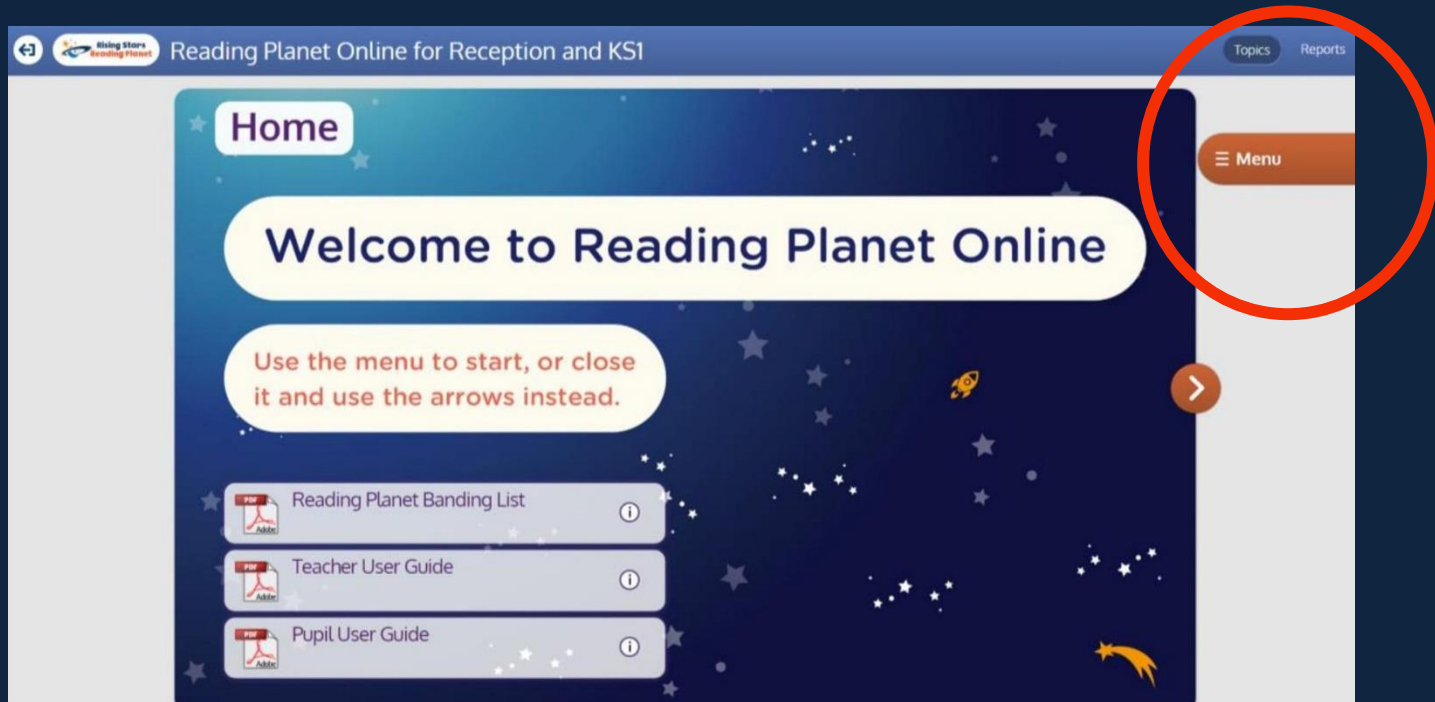
Reading Planet Online for KS2

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

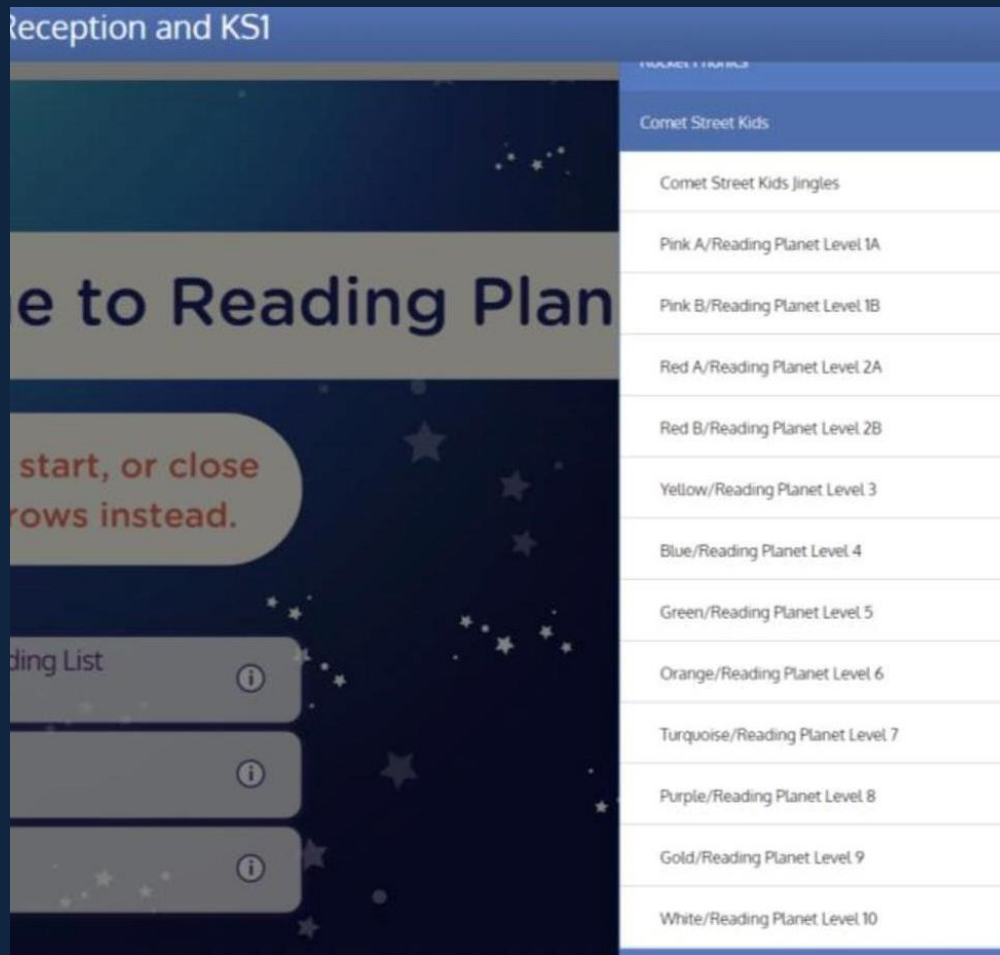
Grouped by book colour

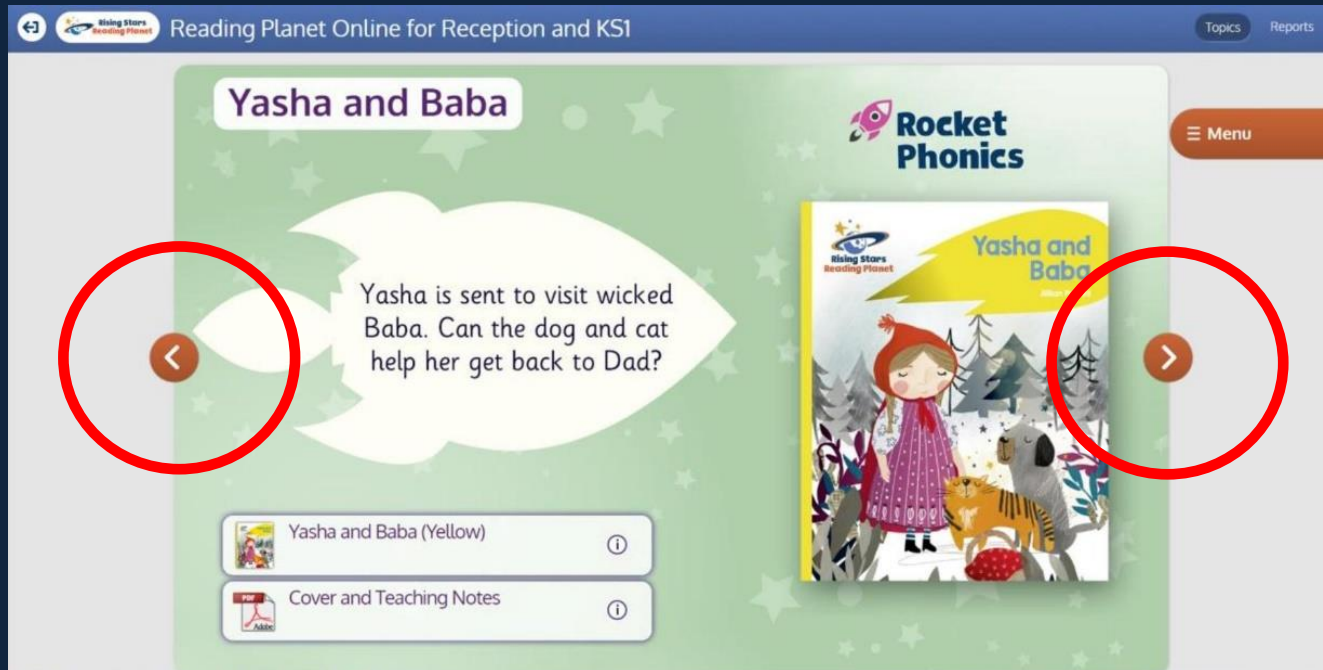


Select a series
and choose the
required level

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

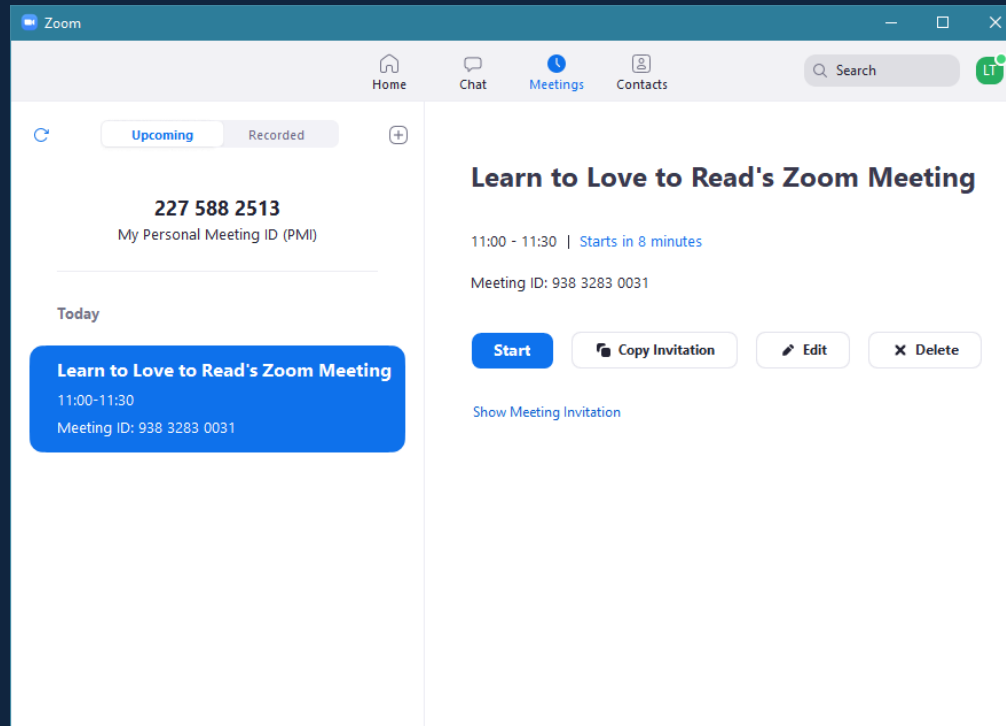




Your screen will look like this
- use the orange arrows to move
through the book selection



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

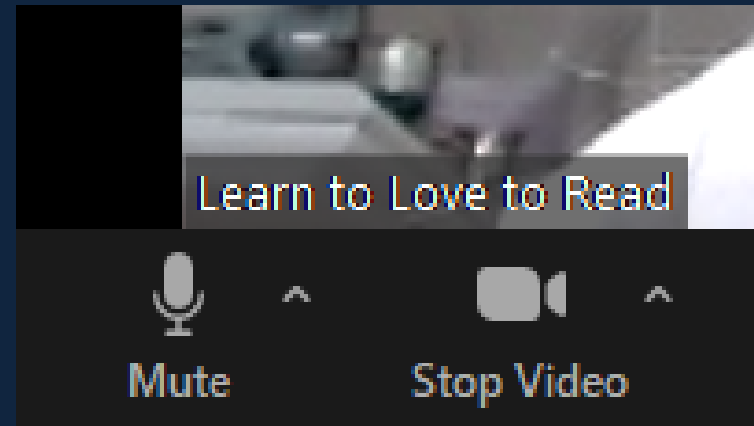




Video switched on (bottom left-hand corner of the screen)

Microphone not muted

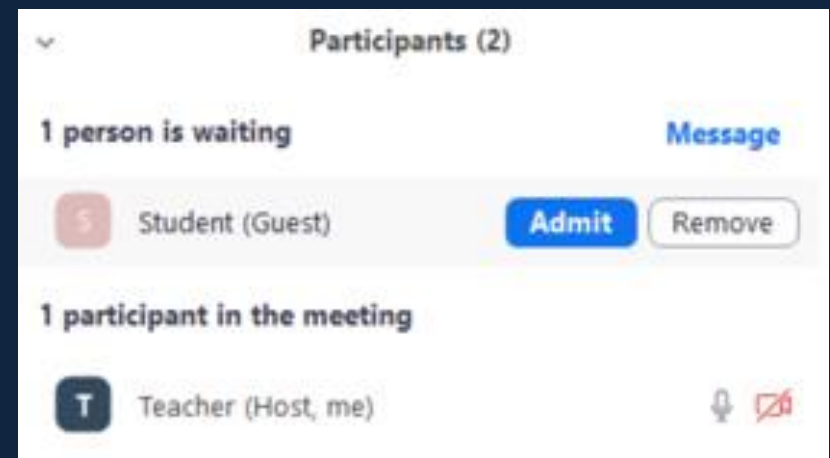
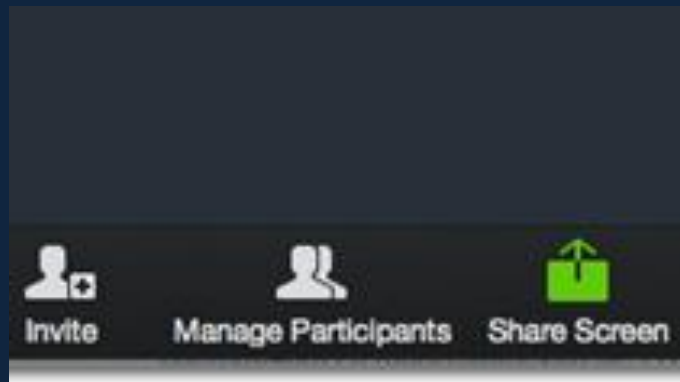
Now the child can see and hear you when they join the session



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

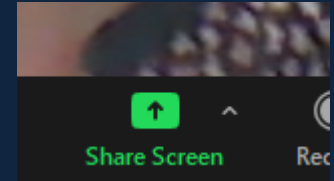


Suggest how the child and parent can work together during the week

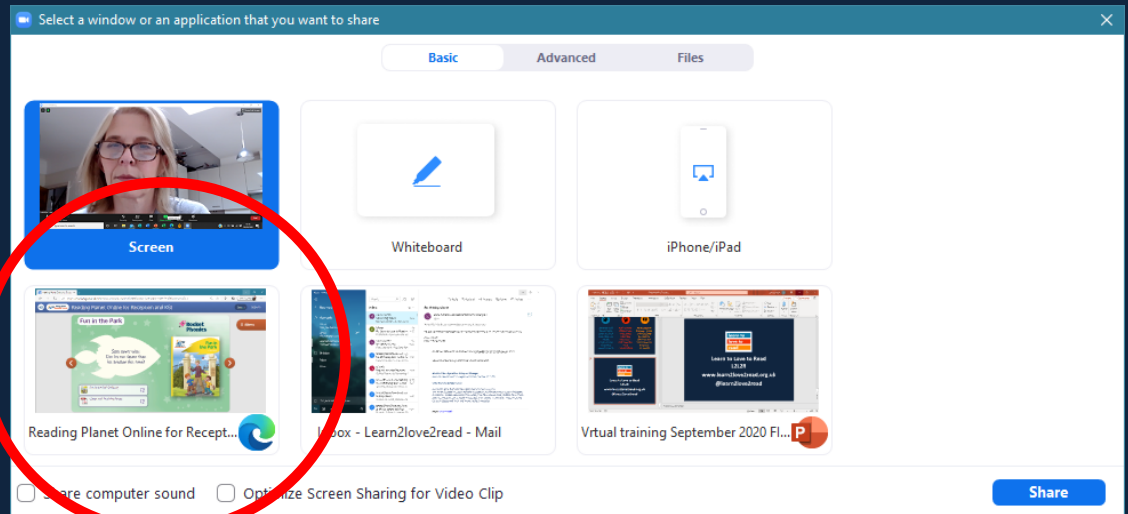


Reading the book

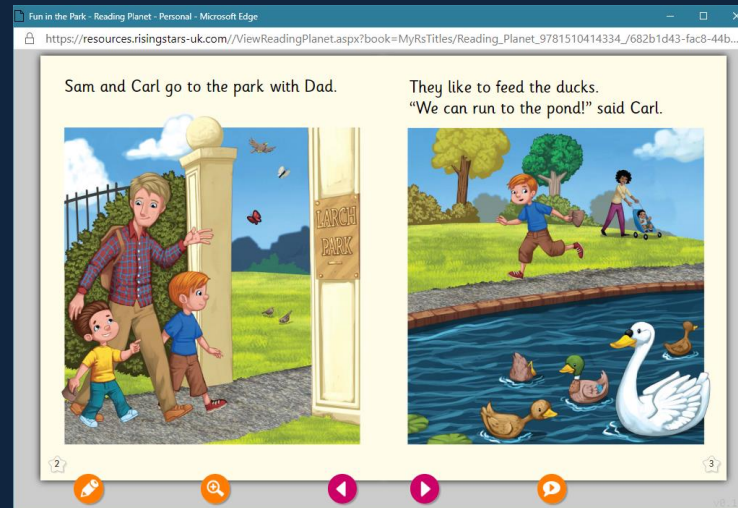
'Share screen' option (in green at the bottom of the screen)



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

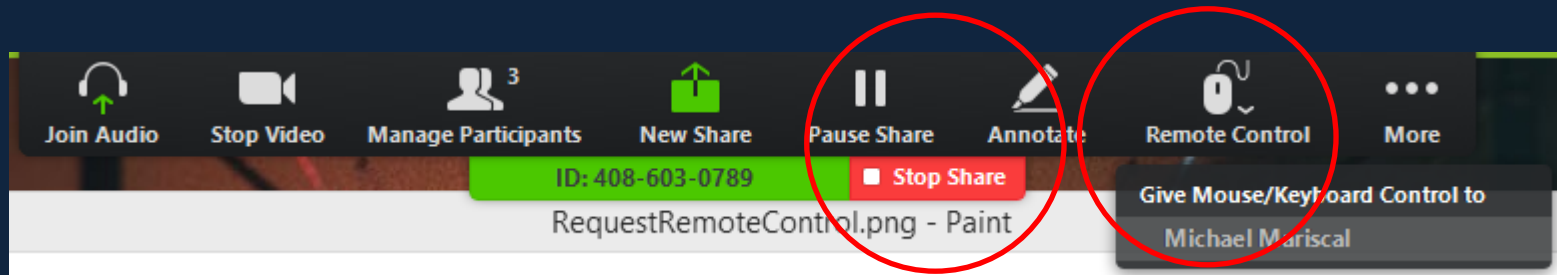
Hover your mouse at the top of the screen over the green box
to bring up the black bar of options

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