



Voluntary Readers

4th October 2021

Thank you!

- Supporting children
- Supporting the staff
- Supporting the school

The Paperwork

- Reading Folder
- Recording in the folder – what to write
- Recording in the reading diary – what to write
- Tick list of books in EYFS
- Changing books – same level, same amount of books

Supporting Readers

- The teachers have chosen 'target children' for you to hear read. If you are unsure of this group, please ask the teacher and they will highlight them to you.
- These children have been chosen for different reasons, therefore their ability might be different.
- Although reading is the main aim of your time with them, please spend sometime 'chatting' with the children, as this will help the children relax and enjoy their time with you.

The Basics of Reading

- Ideally children should read with you for approximately 5-10 minutes. Depending on the child, these 5-10 minutes should be a combination of listening to the child read aloud and then a discussion about what they have read.
- The following higher order questions are relevant when hearing children read from all year groups within the school. The conversation between you and the child when listening to them read is as important as encouraging them to read fluently. The questions contained in this PowerPoint will encourage the communication between you and the child which will benefit their understanding of the text and inference skills (working things out by using clues in the text).

The Basics of Reading continued.....

This PowerPoint also has ideas for strategies the children can try when they are struggling to decode new words. The children need to have the opportunity to have a go at decoding (spelling out) new or tricky words using some of these strategies. At the same time, don't let them struggle unnecessarily. You can help them by modelling the strategies, for example, how to sound the word out or use clues from the page or text.



Reading Strategies

I use the pictures to help me.



"C-A-R-P-E-T"

"CAR -
PET"

"CARPET"

I sound out/blend words I don't know.

I look for smaller words inside words.



"tEACHer"



"en - joy -
able"

"Enjoyable"

I can break words down into syllables.

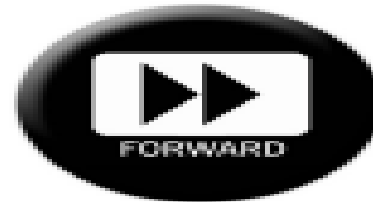
I use punctuation to help me make sense of what I am reading.

? ! "... " , .



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know



I listen to what I am reading to see if it makes sense.

I check that I am right
by going back to look at
words carefully.



I can tell when I've
made a mistake and
go back to try and put
it right.

I ask questions to help
me with my reading if I
don't understand.



I talk through my ideas,
thoughts and feelings
about what I'm
reading.



I think about what might happen in the book and I can say why.



When I read I imagine what is happening and create a picture in my mind.



I use words I can see around me or that I have read before.

Examples of Different Levels of Questioning:

Use a range of strategies including accurate decoding of text, to read for meaning.

What voice might the character use?

How would the character say ...?

What strategies would you use when you get stuck on a word?

To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.

Find a few words/phrases/sentences that tell you about
(character, setting, atmosphere)

What do other people say about the character?

How did ...?

Who had ...?

What happened to ...?

What happened after ...?

Who is/was ...?

What was ... doing when ...?

What did ... do, after ... did ...?

What makes (name of character) special?

Examples of Different Levels of Questioning:

To deduce, infer or interpret information, events or ideas from texts.

What do you think this story is going to be about? Where you right?

How did (character's) actions affect the outcome of the story?

How does (character) feel at this point and what does it tell you about him/her?

Do you remember what ... did the first time?

In the light of what you know now, why do you think he felt so (angry/happy etc)?

Why did ... say/do/think ...?

What was ... sad/happy/surprised/excited?

What does (a particular phrase) mean?

What did ... enjoy/dislike/find surprising? Why?

What did ... mean when she/he said ...?

What does (a particular phrase) tell you about what ... was thinking/feeling?

What was ... thinking when ...? How do you know?

What does this character feel about? How do you know?

What do these pages/paragraphs tell you about?

What do you learn from ...?

What is the main idea of this part of the poem/chapter/ article?
Find two examples to support your point of view.

Examples of Different Levels of Questioning:

Identify and comment on the **structure and organisation** of texts, including grammatical and presentational features at text level.

Why is the text arranged in this way?

How does beginning the passage with a question make the reader want to read on?

Look at the way the poem is organised. Are there any words that signpost change? What effect does this change have?

What is the effect of the change of rhyme scheme?

How does the form of this poem suit the ideas it expresses?

Why has the writer used these repetitive structures?

Why is there an exclamation mark/question mark/colon/ bullet point ...?

Where does the writer give another point of view?

How does she/he signal that s/he is going to do this?

Is the use of direct speech here effective? Why/why not?

How does it fit in to the presentation of his/her argument?

Non – Fiction: What is the purpose of the writing in the boxes/bold type/italic/etc ?

Non – Fiction: Why is the background in this piece a different colour?

Examples of Different Levels of Questioning:

Explain and comment on the writer's use of language, including grammatical and literary features at word and sentences level.

What effect has the author created? How?

What do the onomatopoeic words tell you?

What does ... mean?

Think of another more/less emotive word you can substitute here? What different effect would your word have?

Find a metaphor that helps you visualise ... What makes it effective?

Non – Fiction: How does the information in this paragraph try to influence your view of ...?

Non – Fiction: Which bullet points are fact and which are opinion? How do you know?

Non – Fiction: Why does this book contain technical vocabulary?

Non – Fiction: Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?

Non – Fiction: Are there any examples of persuasive language?

Non – Fiction: Why do we need a glossary in a text?

Examples of Different Levels of Questioning:

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

What did you learn about ... from ...?

Why is the story called ...?

Why did s/he explain ... in this way?

What impression does the writer give of ...'s character? What makes you feel this?

Why did the writer choose (these words) to describe ...?

How effective is (e.g. the comparison of animals with human beings) in getting across the writer's viewpoint?

Strategies for Developing Effective Dialogue:

Invite pupils to elaborate

Encourages pupils to develop more complex contributions

'Say a little more about that ...'

Echo

Helps pupils clarify their own thinking, and shows they have been listened to

'So you think that ...'

Non-verbal invitations

Can signal to individuals to contribute or leave very open – a versatile response

Eye contact, tilt of head, nod, etc ...

Make a personal contribution from your own experience

Encourages pupils to offer contributions of their own, and see identification and empathy as useful tools

'I remember ...'

Clarify ideas

Makes the key points easier to grasp, and encourages children to consider viewpoints

'I can tell that is the case because ...'

Strategies for Developing Effective Dialogue:

Make a suggestion

Encourages pupils to offer their own suggestions or build on teacher's suggestion

'You could try ...'

Reflect on topics

Encourages pupils to explore the topic rather than seeking a single answer

'Yes, I sometimes think that ...'

Offer information or make observations on a topic

Encourages pupils to offer their own information and discuss the adult's contribution

'It might be useful to know that ...'

Speculate on a given subject

Encourages pupils to explore ideas, and understand that uncertainty is a normal stage in the thinking process