



Parent Volunteer Workshop May 2022

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Thank
You

Belleville Aims: All children

- are able to **read independently**
- are developing **understanding** of what has been read
- are **engaged and motivated** to read



The role of our parent volunteers

- To read with **targeted individuals** or small groups, using our synthetic phonics approach to support reading and writing.
- To help **develop pleasure** in reading.
- To help develop **understanding of what has been read.**



Story books
Information books
Poetry books



◆□□ top

□□◆ pot

□□◆ opt



Children will look for patterns when learning to read phonetically. They will build on from what they already know.

Good phonic teaching and learning relies explicitly on the accuracy of adults' articulation of phonemes to provide a positive model for pupils.



The 'man' trap

- Muh

- Ah

- Nuh



Consonant sounds











stretchy sounds

 f ff ph	 l ll le	 m mm mb	 n nn kn	 r rr wr	 s ss se c ce	 v ve	 z zz s se	 sh ti ci	 th	 ng
--	--	--	--	--	---	--	---	---	---	---

bouncy sounds

 b bb	 c k ck ch	 d dd	 g gg	 h	 j g ge dge	 p pp	 qu t tt	 w wh	 x	 y	 ch tch	 nk
--	---	--	---	--	--	--	--	--	--	--	--	---

Vowel sounds

 a	 e ea	 i	 o	 u	 ay a_e ai	 ee y ea e_e e_e	 igh i_e ie i_y	 ow o_e oa o	 u_e ue ew
--	--	---	--	--	--	--	--	---	--

 oo	 oo u_e ue ew	 ar	 or oor ore aw au	 air are	 ir ur er	 ou ow	 oy oi	 ire	 ear	 ure
---	--	---	---	---	---	---	---	--	--	--

stretchy sounds



f
ff
ph



l
ll
le



m
mm
mb



n
nn
kn



r
rr
wr



s
ss
se
c
ce



v
ve



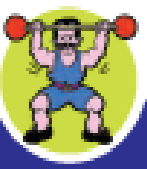
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zz
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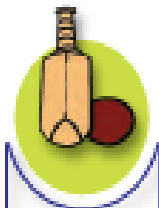


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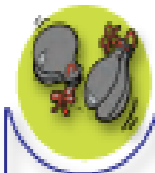


ng

bouncy sounds



b
bb



c
ck
ch



d
dd



g
gg



h



j
ge
dge



p
pp



qu



t
tt



w
wh



x



y



ch
tch



nk

Vowel sounds



a



e
ea



i



o



u



ay
a_e
ai



ee
y
ea
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e_e



igh
i_e
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ow
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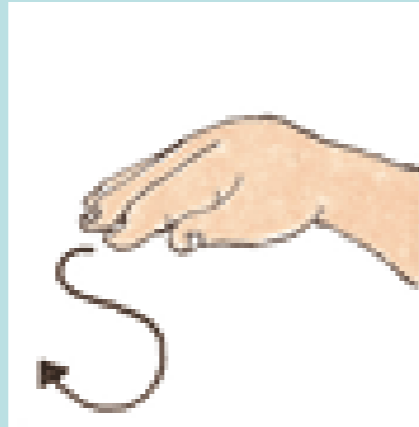


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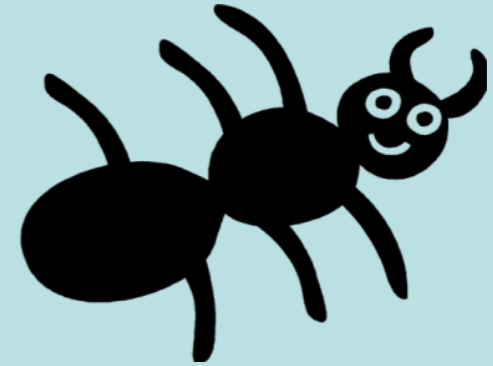
										
oo	oo u_e ue ew	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure



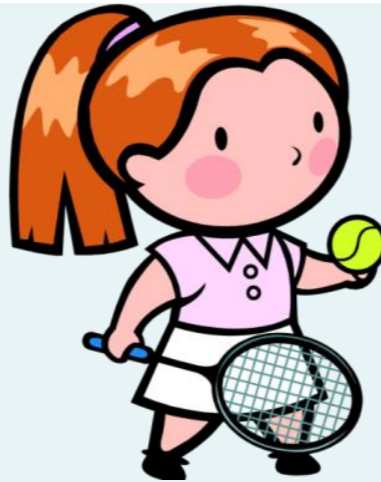
s



a



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p



i



n



c/k



e



h



r



m



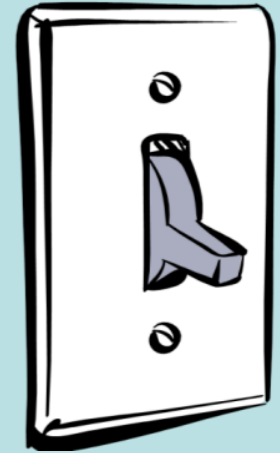
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g



o



u



l



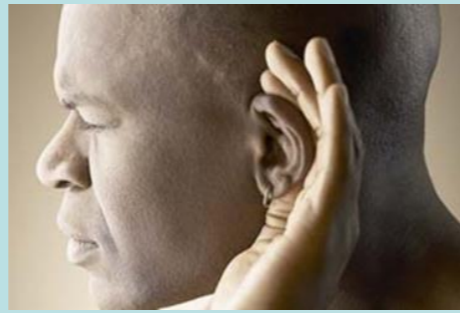
f



b



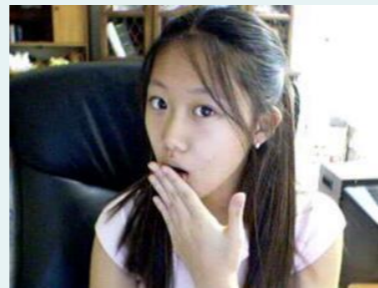
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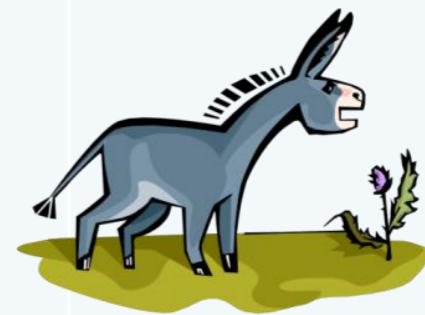
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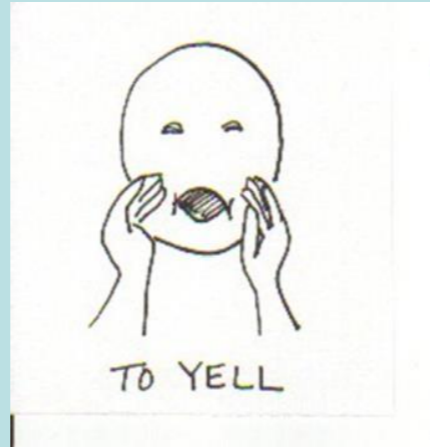
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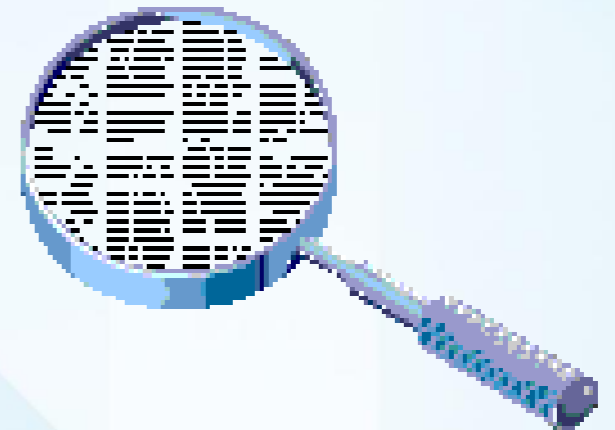
Prompts to the **pure sounds** include;

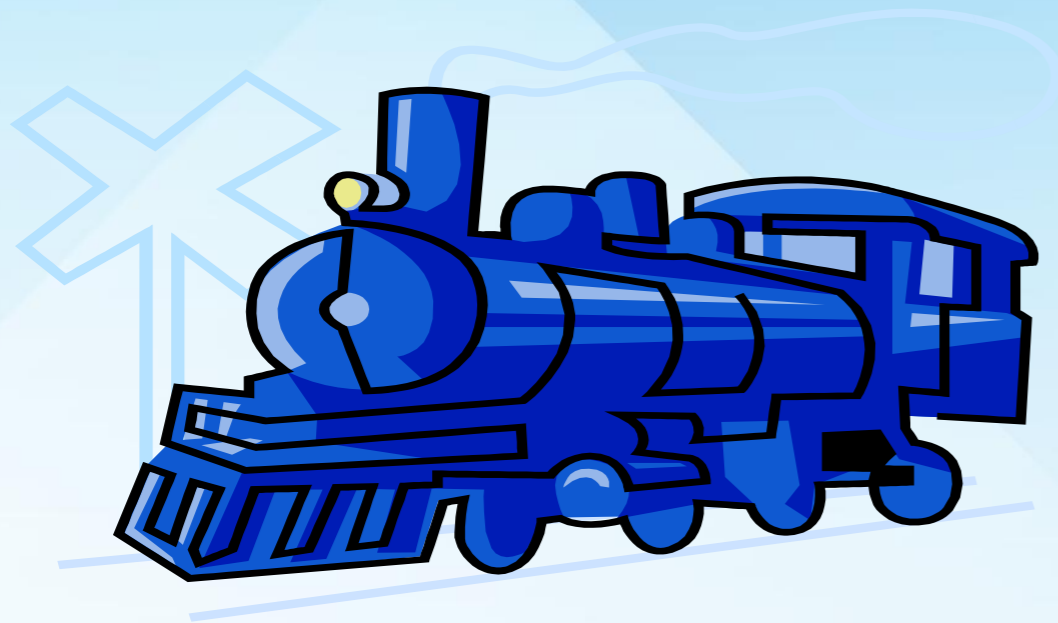
The jolly phonics action

Using the terminology 'bouncy/stretchy'

Looking at mouth shape & position of teeth and tongue.

Giving a clear model for them to copy.





. . . — .

4 phonemes

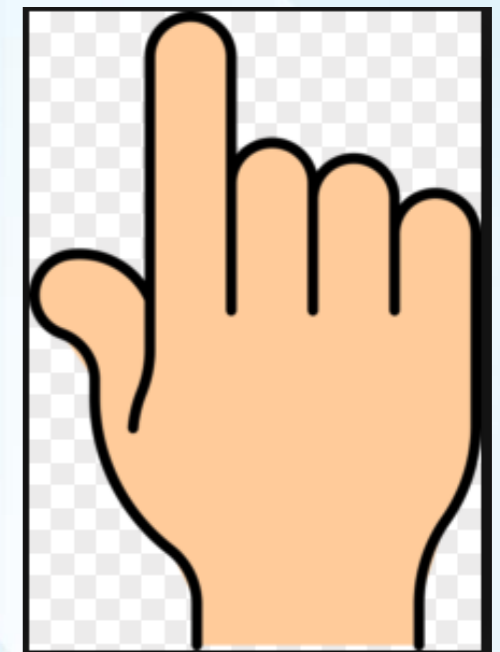
Can use a whiteboard to write the word and underline with sound buttons.

Point Prompt Praise

PPP

Begin each session with a reading of the speed sound chart (in whole or part)

Use the point prompt praise technique that the children are used to.



What if a child gets stuck?

- Encourage the child to **sound through the word**.
- Have the **phonic chart** there to support.
- **Write on a whiteboard** any sounds which come up for the child to look out for.
- Encourage the child to do it with you.
- Tell the child any **tricky words**.
- Ask the child to work out a word from **picture clues and/or context clues** after looking at the initial sound.

Developing Comprehension

Reading to Learn



Trigger Prior Learning

What do we need to know to access this text?
What do we already know about this?
What does the cover/title/blurb tell us?



Predict

What do you think will happen next?
What might we find out?
What new information might be introduced?



Read

Are you using appropriate expression?
Are you reading fluently?
Are you reading accurately?



Clarify

Which words did you not understand?
What concepts need to be explained?
What doesn't sound/feel right?



Question

Which ideas in the text do not make sense?
What are you wondering/interested in finding out?



Summarise

What has happened in what you have just read?
What are the main points?
What do you now know that will help prediction?



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What do we need to know to access this text?

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Which ideas in the text do not make sense?

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in finding out?**



Summarise

- What has happened in what you have just read?**
- What are the main points?**
- What do you now know that will help prediction?**

Put the **child in control**, allow them to hold the book and to make decisions.

Engage the child with the text, **ask questions** to check their understanding?

Encourage "sound-all-through-the-word" as the main strategy for decoding words.

If the word is 'tricky', not phonically plausible... tell them.

Read to them if you feel that it would be a useful model.

If something interesting comes up... **pursue it!**

Make the child do the thinking!



Reading in the classroom

You must have a DBS check done

You will be told which child/children to read with – priority will be those children who have gaps in their phonic knowledge and/or understanding

Quality over quantity

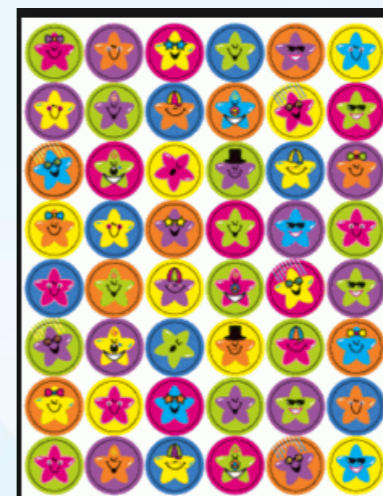
You will make a difference!



Praise, praise, praise!

Award a sticker for their efforts.

Write in the teacher/helper communication book that they have read with you adding any pertinent comments about words they found difficult. Any comments are useful.



DBS check

- Regular classroom volunteers must have a DBS check done to allow them to work one to one with children.
- ID - drivers licence, passport
- Utility bill (within the last 3 months) or a bank statement
- See or contact Maria in the office at Webbs to arrange a time to complete the relevant forms.
- While you are waiting for the DBS to arrive, you can read with the children inside the classroom and wear a red lanyard.



Thank
You