

## CONFIDENTIAL

It is important to remember that anything that you see or hear while in school has to remain **confidential**. If you have any concerns regarding an incident, please refer them to, or discuss them with, a class teacher or the Principal.

Please be aware that discussing your role as a Parent Helper on any social networking site would be a breach of confidentiality.

If a parent approaches you regarding their child's progress in reading please do not discuss it with them but suggest they contact the class teacher concerned.

**MUM'S  
THE  
WORD!**



### FIRST THINGS FIRST – THANK YOU

All the staff at your child's school value the contribution of all our Parent Helpers. We really appreciate you giving up your time to support us at being the best we can be. We hope you find your experience with us rewarding and enjoyable.

**Some important things to remember:** For a variety of Health & Safety issues we need to know exactly who is on site and where they are. We therefore ask that every Parent Helper who comes into the school does so through the main door and signs in. Please wear a 'visitor's lanyard' in school and remember to sign out when leaving.

**Safeguarding:** The safe guarding of our children is of paramount importance. All staff and volunteers at Waycroft, Wicklea and Woodlands have current DBS (CRB) clearance. If you are unsure whether you have this please check with the staff in the office. It can easily be sorted out if you haven't.

**Expectations:** We expect all MAT pupils to respect all adults in the school 'as if they are a teacher'. If this is not your experience we would want to know. Of course this means that all adults in the school need to be role models and appear 'teacher-like' to the children in the way they conduct themselves in school.



### Helpful Prompts!

A frequently asked question by our Parent Helpers is 'what do I do when a child gets stuck?' Of course this varies between children and what they are reading but here are some general prompts you will find useful to use.

- Did that look right?
- Try to match what you see with what you say.
- Did that sound right?
- What would sound right there?
- Did that make sense?
- What would make sense there?
- Try re-reading that.
- Try re-reading that and get your mouth ready for the first sound/letter of the word you are unsure of.
- Have a look at the picture to see if there are any clues and then try re-reading that.
- Are there any chunks/sounds in that word you know that will help you work out the rest of that word?

The point of this is to try and encourage the child to be able to 'problem solve' for themselves. Of course it is absolutely fine sometimes to just 'give' a word and let the child carry on reading. After a child has finished reading please return to the book and praise the child for their reading and problem solving. For example 'I really liked the way you worked that out by re-reading that sentence.' Or 'I was impressed when you used the first sound of that word as a prompt for the rest of the word - well done.' Or 'I loved the way you used a question voice.'

### Reading Books and Records



Our Parent Helpers hear children read sat at the tables and chairs placed in the corridors outside the classrooms. For ease of access the baskets containing books for each book level are also kept in the corridor or nearby, please check this with the class teachers.

Each class teacher has a Reading Record folder. This is a record of how often children are heard to read, which level book they are reading and which books they have read. Additionally, each child has a Reading Diary, which is a home/school record of books that go home each day and comments that teachers/parents/carers have made. Please make a note in the Reading Record when you have heard a child read. Also, please put 'I read to an adult today' sticker in the Reading Diary, sign it and make a note of the book that will be going home that day.

A child can change their book **within** the book level that they are reading when a book has been completed. It is fine for a child to choose a book that they have already read, if you feel the child is reading successfully at a particular level and is ready to move on please bring this to the class teacher's attention. They can then introduce a new level to the child where appropriate.

There is more treasure in books than in all the pirate's loot on Treasure Island.



## The Gift of Reading at Waycroft, Wicklea and Woodlands Parent Helper's Guide



### Questions To Ask

The whole point of reading is to 'understand' what has been read. So an essential part of hearing a child read is to find out what the child has understood and invite them to make a personal response to the text. Again the sorts of questions you will ask will vary from child to child and book to book but here are some general questions that will be useful to ask.

- A 'who' question – re: character in the story.
- A 'when' question – re: sequence of events.
- A 'where' question – re: setting or location.
- A 'why' question – a more difficult question asking for a 'because' type answer/response.
- A 'what' question – asking the child to refer to the text for information.
- A 'what happened next' question – asking for prediction and general understanding.
- How would you have felt if that had happened to you? – asking for general understanding and personal engagement.
- What would you have done in that situation? – asking for general understanding and personal engagement.
- Which part/character did you like best? – again asking for general understanding and personal engagement.

Try choosing two or three of these questions and use them at the end of a session. If the child is unsure of the answer to a question try pointing to the text and showing the child how you knew or found out the answer.



### An Overview

'We believe the most important skill any child can leave primary school with is the ability to read independently and effectively for meaning.'

We encourage our children to have a **life long love** of books and reading therefore while they are learning to read their reading experiences should be **relaxed and positive**.

It is important to children to have a **relationship** with anyone who is in a 'teaching' role. Please take time to talk to the children and listen to what they have to say. This one to one time is very precious to a child.

Please be **patient** and value the effort a child is making. Different children learn to read at different times. It is equally important that the child who takes longer to learn to read has just as much **praise and encouragement** as the child who 'takes off' quickly.

Do take time to talk to the children about the book **before** they start to read it. Please see section on 'Listening to a Child Read'. Also encourage the child to give a **personal** response to the book after they have read it. Please see section on 'Questions to Ask'.

**Most of all you and the child should enjoy this time**



sharing a book together.



### Listening to a Child Read

During a reading session you will hear readers of different abilities. Our support and advice is **always** positive and encouraging. These are some general pointers.

- You will find it easier to have the child placed on your left hand side. This will enable you to clearly see the text the child is reading and more able to support and prompt when necessary.
- **Before** the child starts to read a book please discuss the title and illustrations on the front cover with the child and mention the names of the characters and chat about the plot. We regard this as 'uploading' the language and vocabulary the child needs in order to be **successful** at reading this book.
- Please **do not** cover the picture. It is there to support the child reading the text. In fact it is an important 'scaffold' and children should be encouraged to refer to it as a source of information.
- Reading should sound like **talking**. Children should be encouraged to develop a 'story voice' as they read not **stuttering** and responding to punctuation such as full stops and commas.
- Encourage the child to use a question voice for a question mark, an exclamation voice for an exclamation mark and a 'big bold voice' for bold print.
- When a child makes a mistake let them have time (3-5 seconds) to correct the error before offering support or a prompt.