

# Welcome

Becoming confident in a school/class  
setting



- Being a parent reader
- Holding a classroom session

First of all...

**Thank you!!**

# Reading at St. Stephen's

- Books sent home part of a developed reading scheme
- Library books children choose free of choice
- Book corner books used in free time

We aim to instil a love of books (fiction and none fiction) in all our pupils. Throughout our English units we weave a range of interesting and exciting texts to base our writing on.

# Parent Reader

## **How to get started**

- Clearly communicate with your child's teacher that you would like to be a parent reader – email ideally.
- Decide on an available slot – ideally afternoon as we don't want to disrupt Maths or English lessons.
- Commit to a certain number of weeks and inform teacher – reliability is key!
- Get your DBS – through volunteering you can actually get this for free.

Contact our School Business Manager Natasha Joahill for more details

# Dos and Don'ts

## Do

Do get a list of the children from the teacher when you arrive

Do introduce yourself

Do explain what you will focus on

Do be positive with the children

Do address misconceptions/pronunciation

Do encourage the child to try tricky words

Do use stickers/praise for encouragement

Do keep the sessions short 10 mins

Do let us know ASAP if plans change

## Don't

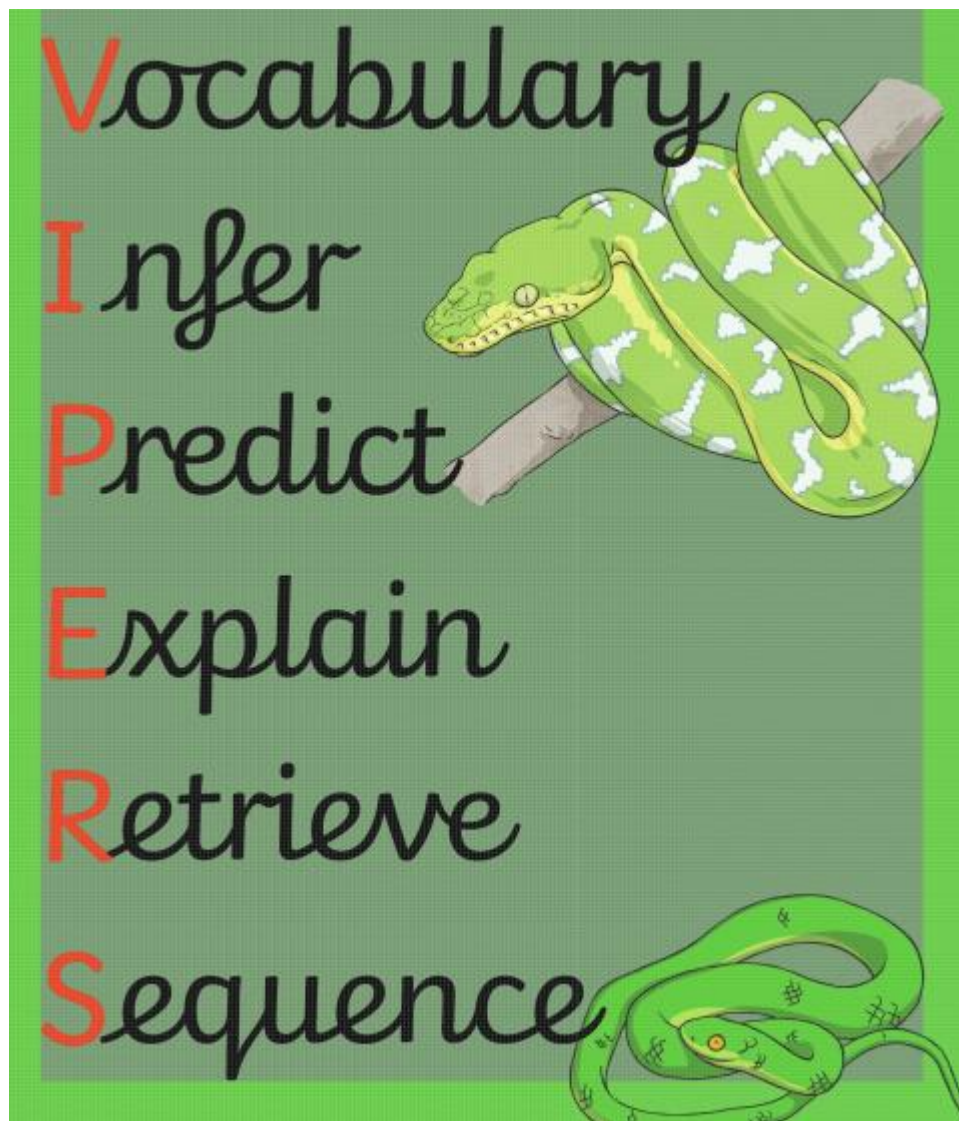
Don't commit unless you're sure

Don't talk about the sessions with anyone other than the child's teacher

Don't let the child struggle too much

Don't stress!

What should you do as the child is reading?



	<p><b><u>V – Vocabulary</u></b>          2a – Give/ explain the meaning of words in context.</p>	<ul style="list-style-type: none"> <li>• What do the words...and....tell us about the character/setting/mood/author?</li> <li>• Which words tell you that...?</li> <li>• Can you find a word that describes....?</li> <li>• Find a word in the text that means...?</li> <li>• Find a word that is a synonym of...?</li> <li>• Find a word that suggests/shows...?</li> <li>• What does the word .... mean?</li> <li>• Why has the author chosen....?</li> </ul>
	<p><b><u>I – Inference</u></b>          2d – Make inference from the text/ explain why and justify using evidence from the text</p>	<ul style="list-style-type: none"> <li>• How do these words make you as the reader feel?</li> <li>• How can you tell that...?</li> <li>• What impression of... do you get from this paragraph/chapter/sentence/illustration?</li> <li>• Who is the narrator of this story? Are they the same as the author?</li> <li>• What expression might you add to this part?</li> <li>• What was.... thinking when...?</li> <li>• Do you agree with....?</li> <li>• What would you have done when....?</li> </ul>
	<p><b><u>P – Predict</u></b>          2e – Predict what might happen from the details stated and implied.</p>	<ul style="list-style-type: none"> <li>• From the cover, what do you think is going to happen in our text?</li> <li>• What information do you think we will find out?</li> <li>• What do you think will happen in the next chapter based on what we've read?</li> <li>• Do you think.... will happen? Explain your answer.</li> <li>• Can you find evidence that shows... might happen?</li> <li>• What has happened before this? Do you think that will affect the character's choices?</li> <li>• What would you do if...?</li> </ul>



<p><b><u>E – Explain</u></b>  2f – Identify/explain how information/narrative content is related and contributes to the meaning as a whole.  2g – Identify/ explain how meaning is enhanced through choice of words and phrases.  2h – Make comparisons within the text.</p>	<ul style="list-style-type: none"> <li>• Why is the text organised like this?</li> <li>• What features and structures has the author used? Why?</li> <li>• Is the use of...effective? why?</li> <li>• Find evidence to prove...</li> <li>• Which words and phrases give us the impression of...?</li> <li>• Find phrases which show a change in attitude from...?</li> <li>• What affect does... have on the reader?</li> <li>• What affect does... have on the character?</li> <li>• Why has the author chosen...?</li> <li>• Does the author have a point of view? Find phrases to prove your answer.</li> </ul>
<p><b><u>R – Retrieve</u></b>  2b – Retrieve and record key information/ key details from fiction and non-fiction.</p>	<ul style="list-style-type: none"> <li>• How did...?</li> <li>• Who is...?</li> <li>• What does.... do when...?</li> <li>• What can you learn from....?</li> <li>• What is....?</li> <li>• Give an example of...?</li> <li>• Which genre of text is the text? How do you know?</li> </ul>
<p><b><u>S – Summarise</u></b>  2c – Summarise main ideas from more than one paragraph.</p>	<ul style="list-style-type: none"> <li>• Can you put these events in order?</li> <li>• What happened before this chapter?</li> <li>• Tell me what has happened so far, in your own words.</li> <li>• What was....?</li> <li>• Which order to the chapter headings come in the story?</li> <li>• Can you summarise the paragraph we have just read?</li> <li>• What happened in the beginning/middle/end?</li> <li>• Summarise the character's actions in this chapter.</li> </ul>

Any questions or particular worries?

## Leading a classroom session

- What are our worries?

# First steps..

- Identify your child's curriculum map OR scan through the curriculum maps for each year group
- Identify special days (D.T. Day/Christmas craft/Hispanic Day/IWD)
- Do you have a special knowledge/experience which could help enrich a particular topic?
- Approach your child's teacher with a suggested activity/topic to discuss
- Pop a date in the diary
- You don't need a DBS as you will be with a teacher/TA

# Planning your session

- Once you have chosen your session, the best thing to do would be to chat with the teacher.
- Establish timings of the session (is it 20 mins, 30 mins or an hour?)
- A powerpoint/google slide can be your script
- Within the session, split your lesson into chunks (suggested 5/10 min chunks)

## A suggestion of how your session could look

Introduce yourself (behaviour management)

Ask them about their learning in the subject/topic

Introduce your topic

Explain et them on an activity

Children complete the activity

Come back together what do we know?/what have we created?

# Reading a book or sharing an experience session

Introduce yourself

Ask them about their learning in the subject/topic

Introduce your book

Read the book

What did we like/dislike about the book?

Any questions

OR

Introduce yourself

Ask them about their learning in the subject/topic

Talk through your experience – photos are a great stimulus on a power point

What did we like/dislike about the book?

Any questions

# Behaviour Management

Don't Panic!

- Ask the teacher for the children to have sticky name labels on
- Keep a steady pace
- Ask teacher what the preferred method is e.g. clapping, clicking, 5, 4,3, 2, 1
- Loud, clear voice
- House points
- If children get chatty (which is normal) implement the behaviour techniques discussed above and lavish house points. Stickers are great!
- Please be reflective we have a range of children or various needs

Run through with the teacher/send a Powerpoint  
if you're unsure.

We are here to guide and help!



Any questions?

We're so lucky to have you  
offering your time!

**Thank you once again!**