

Dovers Green School



Reaching up, Reaching out

Listening to Children Read

Information booklet for volunteers

We greatly appreciate the time parents, carers and other volunteers give to listen to readers in school. This booklet is designed to make listening to children read a useful and impactful use of that time.

Ideally children should read with you for approximately 10 minutes. Depending on the child, the 10 minutes should be a combination of listening to the child read aloud and then a discussion about what they have read using some of the types of questions contained in this booklet. For those children who find reading a challenge, you could also take it in turns to read the text aloud. A child does not need to read a whole book. Experience of reading to a different adult is really supportive in their whole development as a reader.









The conversation between you and the child when listening to them read is as important as encouraging them to read fluently. There are some prompt questions listed in this book to support with this. It is also supportive to discuss the cover of a book and ask the child what they think may happen, what might the story be about, stop to discuss the pictures on each page to support understanding in both fiction and non-fiction books.

This booklet 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 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. If you want any more guidance then speak to the class teacher who will be more than happy to help.

Above all, what is important is to nurture a love of reading- to take interest in their reading achievements and to engage in conversation about what they are reading. If you can help a child enjoy reading that really is a job done!

Thank you again for your time

Strategies to help children decode

	<p>Sound out and blend C-ar-p-et Car-pet Carpet</p>
	<p>Break down words into syllables or manageable chunks En-joy-able Enjoyable</p>
	<p>Use punctuation to help make sense of what is being read</p>
	<p>Go back and read a word or sentence again</p>
	<p>Read on to work out the meaning</p>
	<p>Use pictures to help</p>
	<p>Listen and see if it makes sense</p>
	<p>Imagine what is happening to create a picture in their mind and think about what might happen</p>
	<p>Use words around that are on display or they have come across before</p>

Comprehension Questions

Questioning children about what they are reading promotes engagement in texts and develops children's reading comprehension. Alongside decoding, there are 3 main areas of reading comprehension that you could support with for our infant children.

1. Retrieving information
2. Deduction and inference
3. Use of language

Retrieval is a reading skill and often one of the first skills to be developed by a child in school. Children have to pick out information from a text.

If we look at this extract:

Poor old Mrs Pig was very tired.

"Oh dear" she said to her three little pigs wiping the tears from her eyes, "I just can't do all this work anymore, I'm afraid you must leave home and make your own way in the world". So the three little pigs set off. The first little pig met a man carrying a bundle of straw.

A retrieval question might be something like,

"Who did the first little pig meet?" Or "How was Mrs Pig feeling?"

Inference and Deduction

Inference is looking for what is implied (suggested) rather than what is explicit (stated/obvious). It is like reading between the lines to find the meaning. It is an interpretation that goes beyond the literal information given. It can include prediction.

Deduction is using evidence in the text to work out what is meant. It is an understanding based on the evidence given in the text.

Let's get back to the 3 little pigs...

Not long after they had settled in, a wolf was out looking for food. By the light of the moon he espied the first little pig's house of straw. He sidled up to the door and called, "Little pig, little pig, let me come in"

"No, no, not by the hair of my chinny chin chin, I will not let you in." replied the little pig in a trembling voice.

"Then I'll huff and I'll puff and I'll blow your house down!" yelled the wolf.

An inference question might be something like, "What does 'sidled' tell you about the wolf?" Or "Why do you think the pig's voice was trembling?" Or "What do you think will happen next?"

A deduction question might be something like, "What time of day did the wolf come to the little pig's house? How do you know?"

Use of language

Encourages children to think about why the author has made the language choices they have.

Examples of questions:

"Why has the author used the word 'yelled'?"

"How does the use of onomatopoeia in 'huff and puff' effect the storytelling?"

"What does 'espied' mean?"

