

iCount Reading Partners

Delivering training to new volunteers

Overview

Purpose of notes

To form the basis of a 'Train the trainer' course delivered to a small (3/4) group of new trainers who will in turn deliver the introductory training and information presentation effectively to new volunteers for the Reading Partners programme.

Trainer profile

All programme trainers must have reasonable prior experience of using training and/or presentation skills as these are not in scope for this session.

Background information

Before attending this course, delegates, and the training facilitator who will deliver it, should ensure they have copies of all the programme material and read it for basic familiarisation. The items are:

- Reading and Number Partners - Guidance notes for businesses and schools
- Volunteer recruitment presentation
- Volunteer handbook
- Training slide presentation (with trainer's notes)

Delegates must bring hard copies of the slides (notes view) when they attend as they will actively use them.

The training facilitator should have copies of all the material available.

Timing

The session for volunteers should normally be no longer than 90 minutes. A course of 2 to 3 hours (depending on the number of delegates) should be sufficient to coach trainers to deliver it.

Structure

Introduction and aims

Personal introductions, housekeeping and any ground rules are a given.

Since the objective is to enable new trainers to deliver a session to volunteers, this course will be based on the material which supports that session – i.e. the slides, notes and volunteer handbook.

The purpose of each slide will be discussed and where appropriate, suggestions made about how the trainer can achieve interaction with, and participation from, their volunteer audience.

Delegates will be requested to deliver the content of selected slides to the group which will be invited to provide feedback and ideas and to comment or make suggestions on all other slides.

After checking understanding and inviting questions.....

Trainer's notes

Notes are provided for most of the slides as a suggestion of how the trainer might discuss the topic they represent. They are not a tablet of stone or a script to be read word for word but they should provide a framework to build on and a reminder if you get stuck.

Slide 2



(Slide 1 is just a title)

Straightforward so just follow the notes.

There's no need for the volunteers to follow anything in any of this session in the volunteer handbook so the recommendation is not to give it out until the end so you have everyone's attention at all times.

Slide 3

Outline of session

- How Reading Partners can make a difference
- What the school will do
- Types of book
- Helping strategies
- The launch event
- Meeting your new partner
- The first reading session
- Developing the partnership



GE imagination at work GE mentoring 3

Select a delegate to demonstrate how they might expand on some of the bullets
Take feedback and ideas

Slide 4

Why does early reading matter?

- Strong reading skills are essential for learning in all subjects
- Children who don't read well by age 11 may never catch up
- People with poor basic skills are 4x more likely to be long term unemployed

GE imagination at work GE mentoring 4

Reinforces the lifetime consequences of not developing reading skills.

Stress that inability to read well not only restricts classroom learning ability but closes off a whole world of imagination and information.

Following the notes should give you enough to talk about.
Invite comments and suggestions.

Slide 5

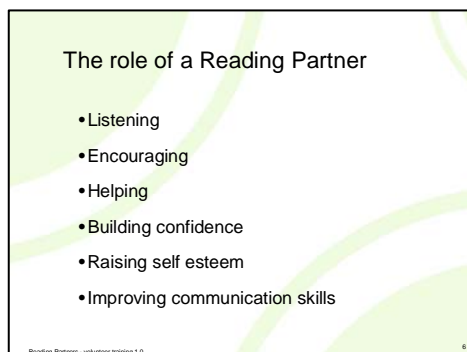
Why Reading Partners?

- There's no substitute for practicing what you are taught
- Many children need extra motivation to read on their own
- Teachers have only limited time to hear every child read on a one to one basis
- Parents can help but may sometimes have other pressures

GE imagination at work GE mentoring 5

Select a delegate to demonstrate how they might expand on the bullets, particularly why parents may not contribute fully.
Take feedback and ideas.

Slide 6



Select a delegate to deliver the slide, involving the audience through questioning as per the examples in the notes.

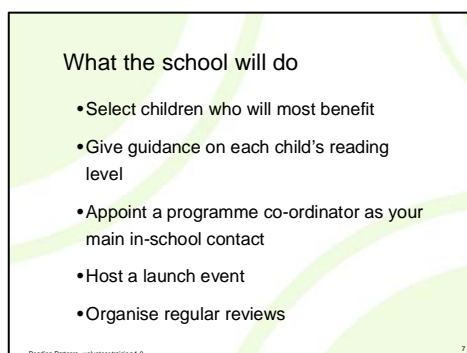
Suggest capturing responses on a flip chart to give emphasis

If the delegate doesn't get it, stress the importance of the final 2 bullets. This is the additional role that a Reading Partner can fulfil beyond developing reading skills and for many children will be just as important.

Get the volunteers to discuss why.

Take feedback and ideas.

Slide 7



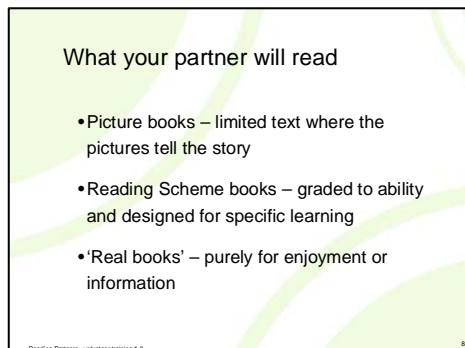
Straightforward so facilitator to deliver.

Delegates should have a copy of the Guidance Notes for businesses and schools which give more detail on the roles of co-ordinators and reviews if questions are asked.

The launch event is covered in a separate slide later.

Invite comments and suggestions.

Slide 8

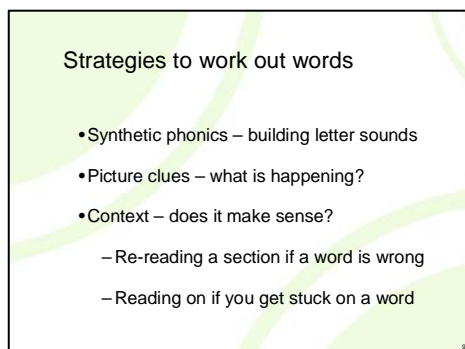


An outline of the type of material children will be reading.

Select a delegate to deliver this slide based on the notes.

Take feedback and ideas.

Slide 9



These are the main strategies used in the classroom so children will be familiar with them.

Volunteers don't need to have expert knowledge in the use of phonics, but should be aware of the principle so they can build on what children are taught. Anyone with young children at school will know how they are used.

Get volunteers to give examples of vowel combinations where the same letters are pronounced differently in different words and capture them on a flip chart.

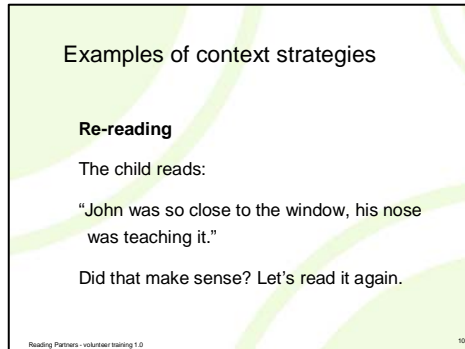
Ask delegates to do that.

There's an opportunity for audience discussion on how they learned the differences themselves. There's no simple answer – you just have to learn the words.

Using context – does it make sense? is a good way to build on phonics for working words out and the next 2 slides look at that more closely.

Invite comments and suggestions.

Slide 10



Examples of context strategies

Re-reading

The child reads:

“John was so close to the window, his nose was teaching it.”

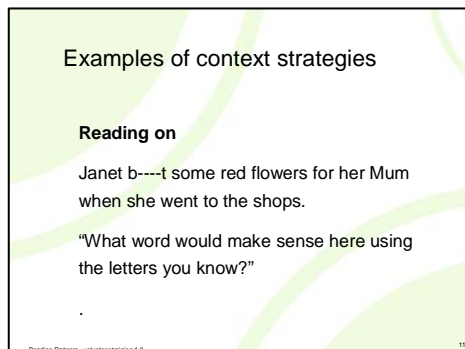
Did that make sense? Let's read it again.

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Select a delegate to deliver this slide based on the notes.

Take feedback and ideas.

Slide 11



Examples of context strategies

Reading on

Janet b----t some red flowers for her Mum when she went to the shops.

“What word would make sense here using the letters you know?”

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Reading Partners - volunteer training 1.0 11

Select a delegate to deliver this slide based on the notes.

Take feedback and ideas

Slide 12

Some tips on punctuation

If a child reads on ignoring punctuation:

- wait until they pause
- see if they can work out what was wrong
- if not, read it to them without full stops
- as a last resort, try making it into a game

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Select a delegate to deliver this slide based on the notes.

Take feedback and ideas.

As you see from the notes, there's an opportunity to involve some of the volunteers so it's a good idea to have a short piece of text either in a book or copied to a sheet of paper. Pick 2 or 3 of the audience and ask them to read 3 sentences each.

Slide 13

The launch event

- Welcome and introductions
- Security and other school procedures
- Logistics
- Communication
- Pupil behaviour rules
- Partner information



Reading Partners - volunteer training 1.0 13

Straightforward but you need to make sure you have a copy of the Guidance Notes for businesses and schools to refer to when you talk about what will happen. Invite comments and suggestions.

Slide 14

Some Do's and Don'ts

Do	Don't
<ul style="list-style-type: none">✓ Sign in on each visit✓ Carry or wear required ID at all times✓ Give feedback to the Class Teacher, Co-ordinator and fellow volunteers✓ Try to let the school know if you can't make a session	<ul style="list-style-type: none">✗ Give gifts or sweets – but send a postcard if on holiday✗ Have physical contact with your child – sit side by side✗ Attempt to enforce discipline – follow the process advised

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Straightforward so facilitator to deliver. Invite comments and suggestions.

Slide 15

Meeting your new partner

- Introductions
- Share information
- Set the scene



Reading Partners - volunteer training 1.0 15


Select a delegate to deliver this slide based on the notes.

Take feedback and ideas.

Slide 16

The first reading session

- Minimise distractions
- Before reading
- Interested listening
- Mistakes
- Compliments



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Ask delegates:

How you would minimise distractions

What you should do before reading

How you demonstrate interested listening

How you should handle mistakes


Invite comments and suggestions

Slide 17

Developing the partnership - 1

Establish a routine for each session

- Exchanging news
- Choosing the books
- Previewing a new book

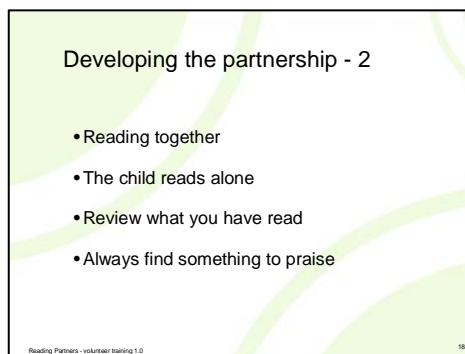


Reading Partners - volunteer training 1.0 17

Select a delegate to deliver this slide based on the notes.

Take feedback and ideas.

Slide 18

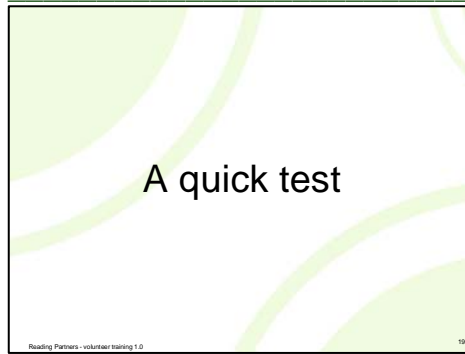


Select a delegate to deliver this slide based on the notes.

Stress opportunity to engage with audience on how you would review what has been read.

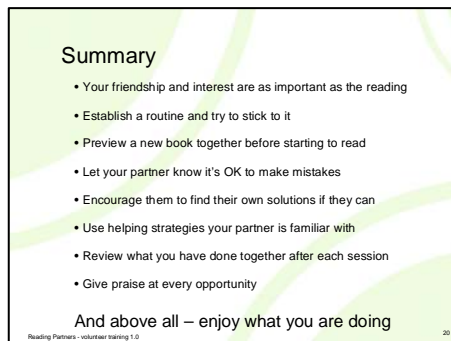
Take feedback and ideas.

Slide 19



A check on what volunteers have remembered.
Ask the delegates the questions.

Slide 20



Straightforward so just follow the notes

Review any remaining issues or concerns and close