



## St Joseph's K-6 Home Reading Program

Definition: "The independent application of previously learnt reading strategies to a text selected by the teacher or a self-selected text." *First Steps Second Edition Reading Resource Book, (2004), p. 52*

Time Allocation: Daily

### Planning for Home Reading

Texts read by students should:

- help to develop a love of reading i.e. high interest for the students
- be at the child's independent reading level, i.e. text that requires minimal solving (*solving includes comprehension – if this is not evident at the literal, inferential and evaluative levels then the text is not considered easy*)

### The school:

- organises a system for the borrowing and returning of books;
- informs parents of effective ways to support oral reading at home (see over)



### Conducting Home Reading

The teaching of any reading should happen at school, where children are fresh and not fatigued after a day of work. Support at home is crucial to developing attitudes to reading as well as practising and applying reading skills and knowledge. Reading at home should be a positive experience.

A *balance* of the following should occur:

- **student reads silently** and discusses text with parents, sibling or carer
- **student reads aloud** to a parent, sibling or carer and discusses the text
- **parent/carer reads aloud** to student (in addition to the home reader) at a higher level i.e. a hard book
- student and parent/carer **read together**

Please note: time spent on home reading will vary.

### After Home Reading

Home Reading can be recorded in a Home Reading Log/Record. Please record all four aspects of Home Reading as mentioned above i.e. texts read by students silently, text read by students aloud, texts read by parents to students and texts read together. Students may select favourite texts to re-read.

## SUPPORTING ORAL READING AT HOME

If your child makes a mistake and corrects the error...	If your child comes to a word they don't know and pauses...	If your child makes a mistake which does not make sense...	If your child makes a mistake which does make sense...
<ul style="list-style-type: none"> <li>· Offer praise or support for making the correction.</li> </ul>	<ul style="list-style-type: none"> <li>· Wait and give them time to work it out. If they're successful, encourage them to read on to maintain meaning. If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it. Ask them to guess a word which begins with the same letter and would make sense. Ask a question which will give a clue to the meaning e.g. "How do you think Johnny feels? Angry?"</li> <li>· If they are unlikely to know the word, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>· Wait to see if they work it out for themselves and offer praise if they do. If they don't correct the word themselves ask, "Does that make sense?"</li> <li>· Ask a question which will give a clue to what the word is e.g. Where will he go to catch the train?"</li> <li>· If they are unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word identification strategies such as:               <ul style="list-style-type: none"> <li>- sounding out individual sounds in a word</li> <li>- sounding out chunks of words, e.g. base or root of the word, prefixes and suffixes</li> <li>- looking at the words around it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Do nothing until the child has finished.</li> <li>· When they have finished, go back to the word and say "You said this word was ---; it made sense but it begins (or ends) with the letter --- so what do you think it could be?"</li> <li>· You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters. <i>(How does this help?)</i>.</li> </ul>

Source: Read On, Archdiocese of Canberra and Goulburn, pg 157