



Delacombe

Primary School

Home Reading Program

Home Reading

The aim of this program is for you to have the opportunity to:

- share a book with your child supporting them as they practise the reading strategies they have learnt in class
- ask questions about the book
- foster comprehension
- help your child develop a love of reading.

The Home Reading Program has been developed to encourage students to acquire confidence and strategies through the continued reading of a book over two – five nights. Your child will bring home 1-3 home readers (parents are always welcome to discuss their child's needs with the classroom teacher) each week where they have the chance to practise reading with lots of praise and positive reinforcement from you.

Our aim is to send a variety of books home in order to support each child's individual needs. This might include decodable texts, texts that are at an independent level for your child or books purely for enjoyment. This means that they have an opportunity to read a text, which is at a level easier than the book they are using at school to discover more about reading. This reflects Delacombe Primary School's Homework Policy which encourages teachers to send home books with familiar skills and knowledge to practise, rather than the learning of new skills.

How to help your child read successfully

- Set aside a regular time for reading.
- Make sure the atmosphere is relaxed and happy.
- Make sure there are no distractions – e.g. T.V.
- Give lots and lots of praise.
- Don't worry about progress as your child is making gains every day!

Remember: Reading should be **ENJOYABLE!**

Reading at Home

Support your child at home by reading with them, to them or discuss with them once they've finished reading.

Your child does not have to always be the reader to participate in reading. Reading activities could be:

- Reading with your child, either taking turns or together.
- Reading aloud to your child.
- Or the reading could be done by the child, where the child reads independently, aloud or silently.

Also, there is great value in a child reading the same book on several occasions- it may be a favourite book or a book the child can read independently. Learning to read is not a race to tick off as many different books as possible.

The 3 Ps: Pause, Prompt & Praise, might be helpful when supporting your child.

- Pause: Give your child time to solve the word then allow them to identify & self-correct errors in their reading.

Introducing a new book:

Before Reading:

- Read the title.
- Predict what the book might be about using clues from the text like the title or pictures.
- Predict and discuss the genre or text type.

During reading:

- Ask your child to read the book to you.
- Use Pause, Praise, Prompt technique to assist.
- Talk about the book.
- Discuss the characters, the setting and what is happening in the book.
- What have you learnt so far?

After reading:

- Talk about the book.
- What happened?
- Who were the characters? What did they do?
- What you liked/disliked etc.
- What did you learn?
- Can you make any connections to the book? What does it remind you of?

Reading skills & strategies

Whilst reading you can assist your child to:

- Identify parts of the book (front and back cover, title, pages, pictures, text/writing)
- Identify direction of the text and develop word by word matching; encourage your child to point at the words as they read if needed.
- Use the pictures to assist with comprehension.
- Assist your child to decode unknown words by breaking the word into its sounds.
- For example:
 - cat = c-a-t
 - tree = t-r-ee
 - smash = s-m-a-sh
 - night = n-igh-t
- Have your child answer these questions when solving a word:
 - Does your word make sense? (think about what is happening in the story).
 - Does your word sound right? (is it the way we talk?)
 - Does it look right? (are the expected letters and sounds there?)
- If an error is made, encourage your child to reread the word and self-correct then reread the whole sentence for meaning.

Modelling reading is very important. Whenever possible, read and discuss books with your child.

Never criticise their choice of book. Children that are learning to read can benefit from reading a familiar text to develop their fluency.

If your child is reluctant to read, share the reading, take it in turns to read a page.

Comprehension

Support your child build their comprehension by asking them questions during and after reading and ask them to summarise what happened in the book.

The following questions may assist with building your child's comprehension strategies:

Fiction books	Nonfiction books
<p>Predicting</p> <ul style="list-style-type: none"> • What prediction can you make based on what you know about the characters? Or type of story? • What do you think is going to happen next in the story based on what you already know? <p>Summarising</p> <ul style="list-style-type: none"> • Tell me what happened in the story in order. • What happened in the story at the beginning, middle and end? • What are the important events that happened in the story? • What was the problem in the story and how was it solved? <p>Making Connections</p> <ul style="list-style-type: none"> • Does something in this book remind you of something in your life? • What connections can you make between this book and another one? <p>Inferring</p> <ul style="list-style-type: none"> • How do you feel about what is happening to the character in the story? • What caused the character to feel the way he/she does? Find evidence. • What kind of person is the character? • Why do you think a character is acting the way he/she is acting? Feeling? <p>Analysing</p> <ul style="list-style-type: none"> • Is this text fiction or nonfiction? Is it realistic fiction or fantasy? How do you know? • What did the author do to make story interesting or funny? • Is the title a good fit for the book? Explain. <p>Critiquing</p> <ul style="list-style-type: none"> • What did you think of the book? Does it have a good beginning, ending? Characters? • Do the illustrations help the reader understand the story better? How so? • How could the characters have behaved differently? 	<p>Predicting</p> <ul style="list-style-type: none"> • What do you think you will learn from this book based on what you already know about (topic)? <p>Using Information</p> <ul style="list-style-type: none"> • What information did you get from the labels of the pictures? • How do the title and/or headings in this book help you as a reader? • What did you learn on this page? Through pictures? Through text/words? <p>Summarising</p> <ul style="list-style-type: none"> • What are you learning about in the book? • What are the important ideas or events in the text and how are they related? <p>Making Connections</p> <ul style="list-style-type: none"> • Does reading about _____ (topic) remind you of anything in your life? • What connections can you make to other books about _____? <p>Synthesising</p> <ul style="list-style-type: none"> • Have any of your ideas about (topic) changed after reading this text? If so, how? • What new information have you learnt? <p>Analysing</p> <ul style="list-style-type: none"> • How can you tell the text is nonfiction? • What is the difference between photographs and drawings? • What did you notice about the layout of the text? (Bold letters, italics.) • What connections can you make between the words and the pictures? <p>Critiquing</p> <ul style="list-style-type: none"> • Do the illustrations help the reader can understand the story better? How so? • Do you agree or disagree with ideas in the text? • What do you think of this book? What was interesting about it? • What did you think of the pictures?

Reading Rewards

We encourage students to read every night. In line with Delacombe Primary School's focus on positive behaviour, students will receive rewards when they read for a certain number of nights as outlined below.

When you have read at home:

25 nights: Certificate from classroom teacher and name in the assembly book draw.

50 nights: Certificate from Mr Phillips, book reward from the office, name in the newsletter and assembly book draw.

75 nights: Certificate from classroom teacher and name in the assembly book draw.

100 nights: Certificate from Mr Phillips, book reward from the office, name in the newsletter and assembly book draw.

150 nights: Certificate from classroom teacher and name in the assembly book draw.

200 nights: Certificate from Mr Phillips, book reward from the office, name in the newsletter and assembly book draw.