



## **Stage 1 Home Reading Routine**

Dear Parents,

From today, your child will begin home reading. Each week your child will bring home two school texts and allocated a number of texts in Bug Club. Students are required to read each night, Monday through to Thursday. Texts read at home need to be recorded in your child's 'My Reading Record' book. Home reading record books will be collected each Friday for class teacher's to monitor weekly reading. These will be returned to students each Monday.

### **Home Reading Guide**

#### **Before Reading - Predicting**

- Allow your child to go on a picture walk. A picture walk is where your child looks quickly at the pictures in the story before reading, to bring their own experience to the text, or to develop their understanding of what the book is about.
- Read the title of the story together. The title is a very important clue to what the book might be about.
- Ask your child to predict what the story might be about?
- Discuss the characters in the story. Give your child the names of characters if they are difficult/unfamiliar.

#### **During Reading - Monitoring**

- Initially it is a good idea for you to read a page of the story and have your child read a page. This way you can model what good reading sounds like.
- Work together to define difficult words. Give your child the chance to work out the meaning of the word themselves using the context of the story.
- Ask your child to retell small parts of the story in their own words e.g. What happened on this page?
- What do you think is going to happen next?

#### **After Reading - Summarising**

Select one or more of the following questions.

- What happened at the beginning of the story?
- What happened in the middle of the story?
- What happened at the end of the story?
- How do you think the character felt when...?
- Why did the character do that?
- Sketch to stretch! Have your child draw their favourite part of the story. The drawing will prompt them to talk or write about their understanding.

**A text can be read more than once!**

### On the 1st read:

- Allow your child to decode words at their own pace.
- When a child is reading for meaning their decoding attempts will often fall into place. If errors are made ask, "Does that make sense?"
- When your child comes to a difficult word you may need to prompt them to use one of their strategies to read the word (see attached sheet).



### On the 2nd read:

- Have your child pay attention to punctuation, encourage them to stop at fullstops, pause at commas and raise their voice when there is a question mark at the end of the sentence.
- Ask your child to try to read the book a little quicker on the second read.

### On the 3rd read:

- Have your child continue to read using punctuation but ask them to add expression. Ask your child to change their voice when they see speech marks.
- Your child's increased fluency is really going to help him/her understand the text.

### **When reading at home remember:**

- Praise, praise, praise! Children learn through success.
- Keep your hands in your lap, your child holds the book and turns the pages.
- Encourage good, phrased and fluent reading by saying, "Make it sound like you are talking."
- Try not to interrupt the reading. Make comments at the end of the page.
- Encourage your child to always think about the meaning of the story by discussing the book, questioning, predicting etc...

### **What to do when reading becomes difficult:**

If your child comes to a word and stops, you say, "*Think what would make sense and look like that word.*" If your child reads the word correctly, you praise quickly and come back to that word at the end of the book, asking them how they worked out that tricky word. This encourages good problem solving.

If your child still cannot work out the word, tell them the word and say, "*Now put the whole sentence together.*" At the end of the book you can come back to the part or parts that were difficult (two maximum) and say, "*Do you remember where it was tricky on this page?*" Then show them how they could have worked it out by drawing their attention to what would have made sense or by looking at the visual aspects of the word such as first letter, last letter or smaller words within the word. The next time your child comes to a tricky word they will have more strategies to work it out.

Try to praise your child for two things they did really well and work on one tricky thing. Remember children learn through success.

### **Further questions you might ask:**

Did you enjoy that story? Why?

What was your favourite part? Why?

Who was your favourite character? Why?

What do you think might happen next?

Tell me something that happened in the beginning/middle/end of the story.



### **Be confident that your child will learn to read.**

If you have any questions about home reading, please contact your child's teacher.

# Ways to Take Action & Solve Words

## Eagle Eye



Look at the picture.

Think "What is in the picture that starts with the beginning letter?"

## Lips the Fish



Get your mouth ready!

Say the beginning sound.

## Stretchy Snake



Slowly stretch each letter sound to make the word.

shp = sh || p

## Chunky Monkey



Break the word into chunks you already know.

m at  
fl at  
spl at ter

## Tryin' Lion



Try to re-read the sentence.

Think "What makes sense?"

## Skippy Frog



Skip the tricky word.

Read to the end. Go back & try it again.

## Flippy Dolphin



Flip the vowel sound.

Try the long & short sounds.

## ALWAYS

- Make Sense
- Sound Right
- Look Right