

Newport Gardens
Primary School



Home Reading Program

A guide for parents
and families.

March 2012

Dear Parents,

As you will be aware, all children engage in one hour of explicit reading instruction daily. Each reading lesson at school has a focus and purpose. The children are given time each day to read independently and practise the skill or strategy which is the focus for that particular lesson. The focus of each lesson is communicated to the students through either a Learning Intention, "Good readers..." statement; or through a 1:1 reading conference where your child meets with a teacher to discuss their reading. The focus of our reading instruction may centre on either:

- Empowering children to read for pleasure which includes making appropriate text selections.
- Strategies for decoding and word attack.
- Strategies for comprehension.

These 3 components are equally important as they combine to develop articulate and highly competent readers.

All children should be encouraged to read for an increasing amount of time. The recommended period of sustained reading time is:

Prep Working towards 15-20 minutes	Junior Working towards 25-30 minutes
Middle Working towards 30-40 minutes	Senior Working towards 35-45 minutes

Home reading is an essential component of our reading program as it provides children with an opportunity to further practise reading strategies, share learning with their families, and develop of love of reading and sharing stories!

The following hand out provides information which will support you to engage in meaningful conversations with your child about their reading. You will notice that many of the strategies mentioned are familiar to you – they are things that all readers do. Adults and children alike!

Happy Reading!

Jessica Richards
Literacy Coach

Thinking Within the Text

Thinking within the text involves the reader being able:

- to solve unfamiliar words
- to hear, monitor and correct their own reading
- to search and use information from the text
- to summarise the text they've read
- to maintain fluency

Thinking within the text is about finding information which is directly stated on the printed page.
Strategies for decoding unfamiliar words in text:

<p style="text-align: center;">Decoding & Word Attack The 7 keys to reading are:</p>	<p style="text-align: center;">Look at the pictures.</p>  <p style="text-align: center;">Does my reading match the illustrations? Can the picture help me to predict any of the words?</p>	<p style="text-align: center;">Get your mouth ready.</p>  <p style="text-align: center;">Is my mouth ready to make the sounds I can see?</p>	<p style="text-align: center;">Can I see and say any chunks?</p>  <p style="text-align: center;">Which letters can I see that go together to make sounds I know? For example: 'th' 'sh' or 'ing'</p>
<p style="text-align: center;">Does it look right?</p>  <p style="text-align: center;">Does the word I'm saying look like the word I can see on the page?</p>	<p style="text-align: center;">Does it sound right?</p>  <p style="text-align: center;">Does the word sound like something I know or have heard before?</p>	<p style="text-align: center;">Does it make sense?</p>  <p style="text-align: center;">Does the word make sense in the sentence I am reading?</p>	 <p style="text-align: center;">Reread!</p> <p style="text-align: center;">Stop, and reread what has been read. Does it make more sense to you now?</p>



Developing and maintaining fluency is best done with texts which are familiar and known to the student. This is one of the reasons why students may keep a 'take home book' in their reading folder over a period of time. The skill which is trying to be developed is the ability for the eyes and mind to read 2-3 words faster than our speech. Children can learn to read fluently by reading aloud *to you* and by hearing stories read fluently *by you*.

* Think about a time where you may have had to give a speech or presentation. You familiarise yourself with the text and 'practise' reading it over and over. This helps you to become fluent in what is being read.

Thinking About the Text

Thinking about the text involves the reader being able to:

- analyse the texts they read and asking questions of the text and/or author.
- critique the texts they read.

Analysing Texts: Points for conversation.

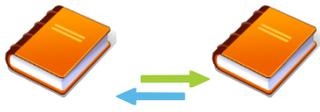
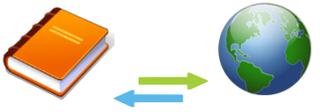
Junior Grades Prep - 2	Middle Grades 3-4	Senior Grades 5-6
How the ideas in a book are related to each other?	Recognise whether a text is realistic fiction or fantasy.	Identify figurative language and discuss how it adds to enjoyment.
How the ideas in a text are related to the title?	Identify chronological sequence.	Identify descriptive language and discuss how it adds to enjoyment.
Identify a story's beginning and end.	Notice that writer's use specific words to convey meaning (shouted, cried)	Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print.
Notice connections between text and pictures.	Identify the point of the story when the problem is resolved.	Notice particular writing styles after reading several texts by the same author.
Notice how the writer has made a story funny or surprising.	Discuss whether a story could be true and tell why.	
Discuss how writers use interesting characters and situations.	Discuss characteristics of genres: simple animals fantasy, easy factual texts, plays, realistic fiction.	
Recognise how print layout or features are used to reflect meaning (such as large or bold words)	Understand the relationship between the setting and plot of a story.	
Recognise the difference between fiction and non-fiction.		

Did I enjoy the text? Why?	What is my opinion of the text? What is my opinion of the illustrations?	Did I dislike the text? Why?
Is this a book I'd recommend to others? Why or why not?	 Critiquing a Text	What is my opinion of the characters? Who did I like/dislike?
Was I satisfied by the storyline and ending?	Consider how the story could have been different. What changes would you have made?	What was it about this text I enjoyed? Did it match my expectations?

Thinking Beyond the Text

Thinking beyond the text involves the reader being able to:

- Make predictions and inferences about the text
- Make connections with the text

Making Connections	 Text to Text Connections: Does this book remind me of another text? Why?	 Text to Self Connections: Does this book remind me of something I have experienced?	 Text to World Connections: What does this text remind me of in the real world?
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Making Predictions involves us accessing our prior knowledge and having an educated guess at what might come next. This could be at a *word* or *text* level.

An example of predicting at a *word* level:



The *Lycaeides melissa Melissa* is a very rare species of _____.

Predicting at a word level could be supported by:

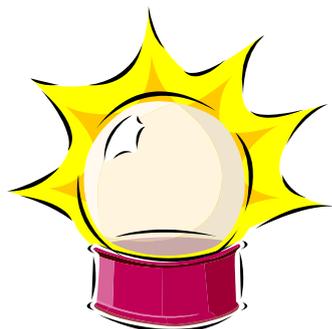
- Illustrations (as above)
- Repetitive text patterns (particularly at a lower level text)
- Rhyming text

Predicting at a *text* level involves making predictions about the plot or story line. You could predict:

- An even that may happen next.
- How a character might react to an event that has already occurred.
- A solution to a problem within the story.
- The meaning of unfamiliar words or phrases.

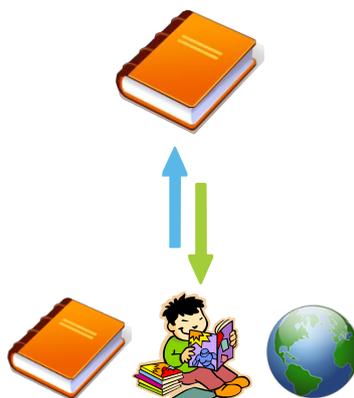
More experienced readers are encouraged to reflect on their predictions and justify them after reading.

6 Strategies for Reading Comprehension



Predicting

Using prior knowledge to guess what comes next.



Making Connections

What does the text remind me of?



Visualising

What picture does this text create in my mind?



Summarising

What were the main points of the text?



Questioning

What questions do I have about the text?
What questions would I like to ask the author?



Thinking Aloud

Can I articulate all of my ideas and talk about them?
(or write them down in a journal)

Just Right Books

The term 'just right book' is a term which you may have heard used by your children. All children have a collection of 'just right books' which they use at school during Independent Reading and bring home each day for home reading.

What is a 'just right book'?

A 'just right book' is determined by the readers' ability to automatically recognise words within the text; decode unfamiliar words; and to comprehend what has been read. These elements all need to be balanced in order for a text to be determined 'just right'.

A just right book needs to provide the reader with text that can mostly be read automatically, and no more than 5 words on each page which require decoding.

A book that is *too hard* requires too much time spent decoding that the meaning is lost.

A book that is *too easy* does not provide enough challenge and exposure to new vocabulary for the reader.



A just right book needs to provide the reader with stimulating and interesting storylines, characters and/or information.

The text needs to be understood by the reader.

A book that is *too hard* does not make sense to the reader.

A book that is *too easy* does not engage us to think beyond what is printed on the page.

How to select a 'just right book'

Is the book of interest to me?

What theme or topic is the book about?

Is the book written by a favourite author?

Read the blurb
(if there is one)

Does the book have information which I am looking for?

Has the book been recommended to me?



Is the font size easy for me to read?

Does the layout of the text make it easy for me to follow?

If I open to a random page in the book, can I read most of the words on the page? Count the words you don't know on your hand using the five finger rule:

- 0-1 fingers – too easy
- 2-3 fingers – just right
- 4-5 fingers – too hard

