

# HOME READING

## Good Tips

- Enrich your home environment with books and have them easily accessible.
- Choose a good time and place.
- Keep the reading time brief – 5 to 10 minutes.
- Be positive and praise.
- Encourage independence.
- Be supportive.
- Books not too easy, not too hard but at their level.
- Reading should be enjoyable. Give children enough time to figure out what they can on their own.

## Three Crucial Reading Skills

### Reading for Meaning

- Children need to make sense of the print.
- Look at the pictures in the book and talk about it before beginning to read.
- Re-read sections to see if they made sense. Say “Read that sentence again so it all makes sense.”






### Reading the Print

- Give time for figuring out.
- Explain to child how you heard them try to figure out the word.
- Children look for clues in print to help. Sound out and then join or blend them together.
- Letter patterns – help children with phonograms, eg. oo, ai, sh, ch, etc
- High frequency words children need to learn by sight as it helps them read more fluently.
- Compound words – little words inside bigger words.
- Chunking – breaking down large words into smaller pieces.
- Specific rules for figuring out words.
- Similar words – mother>brother      bird>chirp
- Words that make sense. When children read sentences and say the wrong word tell them “what word would make sense”.
- Reading the punctuation. Children need to look for and read the punctuation in the print. “When you read a full stop you take a little rest and an even smaller one when you read a comma. This is how we read it.” Then the child tries again.

### Self-Correcting

- Good readers check and monitor as they go – print and picture – does it make sense?
- Notice the child’s self-correcting and let them know.

### Information for Parents

<u>Word</u>	<u>Syllables</u>  How many?	<u>Sounds</u>  Can you hear every sound?	<u>Letters</u>  How many?	<u>Look/Learn</u>  What do you notice?	<u>Sound Out in Chunks</u>  Break the word up
information	in-form-a-tion (4)	i-n-f-or-m-a-tion (8)	information (11)	-tion infor <u>ma</u> tion por <u>tion</u> motion for <u>ma</u> tion organisa <u>tion</u>	Use the sounds that you can hear.

# What Parents Can Do

**Early Readers** (focus on decoding strategies, learning sounds and reading the words):

- Talk about the front cover, the title and some of the pictures in the book and have a go together at predicting what the story might be about (there are no wrong answers).
- Build up some context about the story before reading it (time, place, people). It is a good idea for children to have the gist of the story before hearing or reading it for the first time so they feel comfortable and know what to expect.
- Read first then say, "Do you want me to read it again or do you want to have a go?"
- Model pointing at the words and tracking left to right.
- Ask your child, "Where do we start reading?" and "Where do we go next?"
- After reading ask students to find certain sounds in the book.
- Ask your child to identify a sentence, a word, a letter and some punctuation marks (assist and teach where necessary).
- Ask literacy questions about who, what, when, where.
- Ask them questions about what they liked about the story?
- Read the same story for multiple nights to build up confidence and fluency.

**Transitional Readers** (focus on fluency and beginning comprehension/understanding the story):

- Use the Keys to Unlocking Tricky Words
  1. *Use the picture.*
  2. *Looking at the beginning letter and say the first sound.*
  3. *Cover up parts of the word to help you chunk the beginning, middle or final sounds that you know to help figure out the word.*
  4. *Slide your finger along the word left to right as you sound out the sounds.*
  5. *Skip the word and read the rest of the sentence to figure out what would make sense.*
  6. *Try another word if your word does not make sense, sound right or look right.*
  7. *Maintain the flow.*
- Read the same story for multiple nights to build up confidence and fluency.
- Ask children questions about who, what, when, where, why.
- Ask children to think about what made the story good/funny/interesting/etc.?

**Independent Readers** (focus on comprehension, higher order thinking skills and critical understandings)

- Ask questions about who, when, where, what, who, why.
- Ask questions about what the author is trying to say and what the messages of the story are.
- Ask children to comment on what they liked or disliked about the story.
- Ask children to retell/sequence/summarise the main events of the story, or pick out the key points of information if it is a non-fiction text.
- Pick out some tricky words and practise reading and spelling them or look up their meanings in the dictionary. Keep a word book of such words and definitions.

**If your child gets stuck** – Use the Keys to Unlocking Tricky Words (above) and give them a chance to work it out themselves. If they can't figure it out then assist and move on.

## Summary for Parents/Carers

### For Early Readers (JP new MP transitioners):

- enjoyment
- routine
- modeling by parent or carer
- 44 sounds (not 26 letters)
- phonological awareness skills (rhyme, syllables, matching sounds, alliteration, segmenting sounds, blending sounds, identifying initial, medial and final sounds)
- concepts about print (knowing where to start reading, tracking left to right, difference between a letter, a word and a sentence, understanding punctuation, navigating through different types of texts).
- beginning to decode
- beginning to think about their reading

### For Transitional Readers (MP):

- effective decoding
- fluency (flow and expression)
- using the Keys to Unlocking Tricky Words (picture, sounds, chunking, tracking with finger, etc. see other handout)
- predicting
- retell
- answering questions about their reading

### For Independent Readers (MP and UP):

- retell
- summarising
- sequencing
- extracting key ideas and information
- comprehension
- higher order critical thinking
- messages and angles in the text
- how is this author positioning readers to think and feel

### Our Whole School Approach to Home Reading

- ☛ Thursday to Thursday
- ☛ Teachers choose home readers for their students in the library session.
- ☛ Some children will bring home one book, some three, according to instructional reading level and skill development needs.
- ☛ Library bag is essential for protection of books
- ☛ Write the titles in the journal
- ☛ Try to make it daily but do have rest nights
- ☛ If a child has their own reading, try a bit of home reader first then personal choice reading
- ☛ To ensure books are not lost have an easy library bag hook so they are always kept in the same place or simply use the door handle of your child's bedroom or wardrobe.

# Three Level Questions

## Types of Questions (levels)

## Your Questions

### ON THE LINES (a 'right there' question)

This is the simplest kind of question. The reader finds the answer in the text.

Examples:

What happened . . . ?

How many . . . ?

Who . . . ?

What is . . . ?

Which . . . ?

### BETWEEN THE LINES (infer)

You could:

Anticipate the ending and consequences

State reasons for events

Make generalizations

Examples:

Why did . . . ?

What was . . . ?

What do you think about . . . ?

Can you explain . . . ?

How was this similar to . . . ?

### BEYOND THE LINES (on your own questions)

You make a connection between the text and your own experience and knowledge to find the answer. The question is open-ended.

Examples:

Do you think that . . . should have . . . ?

What else could he/she/you . . . ?

How would you . . . ?

Do you agree . . . ?

What would have happened if . . . ?

How might . . . ?

What effect does . . . ?

If you were . . . what would you . . . ?