

Parent Education Program

Home Reading (Prep to Year 2)

Dear Parents and Carers

You can make a huge difference to your child's reading and language development.

By encouraging your child to read for around 15 minutes every day, you will be supporting them to become better readers. You will also be providing them with the many benefits that come from regular reading with a family member.

The benefits of reading with a family member include:

- Improved self-esteem and confidence.
- Memory improvement and better focus.
- Increased academic outcomes in all areas of the curriculum.
- A larger vocabulary and increased language development.
- Improved focus and concentration.
- Better writing skills.

To support your child's home reading you can:

- Make a regular time for reading every day.
- Encourage your child to read for around 15 minutes every day.
- Make reading time fun and ensure that there are no interruptions.
- Listen to your child read.
- Encourage your child to read independently.
- Read with and to your child.
- Encourage your child to use reading strategies that they have learned at school.
- Remind your child to bring their take home book to and from school daily.
- Complete the reading log each day to celebrate home reading.

Reading Strategies

Below are some reading strategies to help your child to work out new or unfamiliar words as they read. Encourage your child to discuss the strategies that they are learning at school and then practise them when they are reading at home.

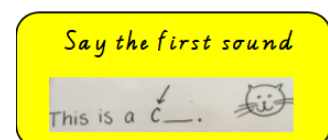
Point to the words: This strategy helps children in the early reading stages to develop one to one correspondence (pointing at each word), so that they are saying one spoken word for each written word. It also helps children identify beginning sounds, and notice if they add in extra words.



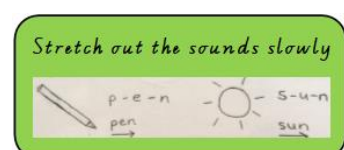
Look at the pictures: This strategy is often used alongside the strategy 'Say the first sound'. If your child is stuck on a word, prompt them to look at the pictures for clues and see if the first sound matches the picture.



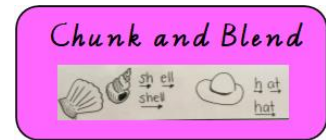
Say the first sound: When unsure of a word, encourage the reader to look at and say the first sound in the word. Once the reader has an idea of what the word is *likely* to be based on the first sound, they can then look at the picture to check. This strategy supports early readers who are still learning all the letter sounds.



Stretch out the sounds slowly: This strategy can be used when the reader comes across a new or tricky word. By stretching out the sounds, the reader can hear all of the sounds in the word, which helps to decode the word. For example, stretching out the sounds: 's-u-n' to make 'sun'.



Chunk and Blend: Used when a word cannot be sounded out letter by letter. Chunk or break the word into smaller words or word parts that you already know, then blend to help you read the word.



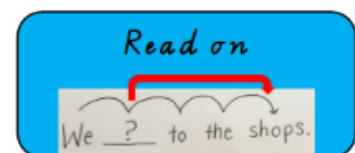
Check the word: This strategy helps to develop thinking readers who stop when something does not sound right, look right, or make sense. It is important to let your child finish the sentence before asking them to use the 'Check the Word' strategy. Ask your child: *Does it make sense? Does it sound right? Does it look right?*



Re-read: When children notice they have made an error or something didn't make sense, encourage them to go back to the start of the sentence and then re-read it, this helps maintain meaning and develop fluent readers.



Read on: When your child comes to an unknown word, encourage them to go back to the start of the sentence then re-read, skipping the word and reading on until the end of the sentence. This often helps as more information is presented and your child can make a considered 'guess' as to what the word may be.



Supporting Comprehension Development

To make meaning and gain enjoyment from reading, the reader needs to understand what they are reading about. Talking to your child about the books they read is one of the best ways to support their literacy and language development.

Below are some questions that can be used to support your child's reading comprehension at home:

Before reading:

- Why did you choose this book?
- What makes you think this book is going to be interesting?
- What do you think the book is going to be about (look at the cover)?
- What kind of characters do you think will be in the book?
- What do you think might happen in the story?
- Can you predict what might happen by looking at the pictures first?
- Is this book fiction or non-fiction?

During reading:

- Will you catch me up on the story? What has happened so far?
- What do you think might happen next?
- Which character do you like/dislike the most? Why?
- Where is the book set?
- How might the story end?
- What does the place look like in your head as you read? Would you want to visit there? Why?

After reading:

- What was your favorite part of the book? Why?
- Who was your favorite character? Why?
- What was the most interesting thing you learned from the book?
- What happened at the end?
- Would you have ended the book differently? Did it end the way you thought?
- Did the problem of the book's plot get solved?
- If you could change one thing in the book, what would it be?
- Did you learn any new words or facts?



What do good readers do?

Before reading

Activate prior knowledge

What do I already know about this topic?

Predict/make inferences

I predict this book will be about ... because ...

Question

I wonder why ...

During reading

Make connections

I know what that feels like because ...

Visualise

I can make pictures in my mind

Make inferences

I think what the author is trying to tell me is ...

Question

I wonder why ...

Revise and adjust predictions

I predicted ... would happen, but now I think ...

After reading

Retell/summarise

The main idea of the story is ...

Synthesise

My ideas have changed after reading this ...

Revisit predictions

At the beginning I predicted that ...

Question

I'd like to find out why ...

Evaluate the text

I found this book useful for my report because ...