

HOME READING POLICY

Rationale:

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers.

Home Reading:

- provides an opportunity to students to improve their reading through daily practice within a positive home environment;
- enables students to experience success and improve their learning;
- promotes positive partnerships with school and home working together for the benefit of our students.

Home Reading Practices and Strategies:

Children will be provided with reading books they can read competently and with confidence in order to practise a range of reading behaviours without struggling with the text, the most important of these being comprehension. Many of the books that your child will bring home as a home reader will be books that they will find fairly easy to read. In class, children will read at a higher level of difficulty as specific skills and reading strategies are taught.

Children are encouraged to read books more than once as it allows them the opportunity to consolidate their skills and build confidence before moving on:

- ***New Details***

More than one reading of the same text gives the reader a chance to catch details they may have missed the first time. Your child may naturally pick up on different details, such as the illustrations, storyline or rhyming words, each time you read the story. You can help by saying things like "What do you see in the pictures?" or "Let's listen for rhyming words this time." The details noticed on repeated readings helps your child better understand reading concepts and story features.

- ***Fluency***

Fluency is the ability to read text "accurately, quickly, and with expression." A child who is learning to read or who is attempting a new book usually doesn't read the passage fluently. Reading the text multiple times helps improve the flow to avoid slowing down or stumbling over words.

- ***Comprehension***

The more you read a text, the better you are able to understand what happens in the story. The first pass through a book is often slower and more difficult for any age of reader. A child may spend more time sounding out words and figuring out their meanings. The focus on the mechanics often makes comprehension of the passage difficult. When the reader repeats the passage, they are more familiar with the words and can focus more on the point of the story or text.

- ***Confidence***

Increased fluency and comprehension can help build confidence with reading. The text feels familiar, making it easier to read. When a person reads with ease, they see themselves as a reader. Children who can follow a story and don't stumble over words are more self-assured about their abilities, are more likely to enjoy reading and attempt other books.

The following points may also be helpful when reading with your child:

The 3 Ps: Pause, Prompt & Praise

Pause:

Give your child time to:

- Think of and try a suitable word;
- Identify and self-correct errors in their reading.

Prompt:

Provide suggestions on where to find help (picture, initial sound, reread etc). Ask:

- Does the picture help?
- What would make sense?
- What does it look like?
- What does it start with?

Praise:

- Any efforts and attempts made
- Offer encouragement to try again
- Always be positive

Introducing a new book

Before Reading:

- Read the title
- Predict what the book might be about
- Picture Chat. Link the story to familiar events/people.

During reading:

- Ask your child to read the book to you
- Use Pause, Praise, Prompt technique to assist.

After reading:

Talk about the book

- What happened?
- Characters
- What you liked/disliked etc

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).
- Use the picture to assist in predicting what the text may be.
- Use initial sounds to predict words.

More Helpful Hints

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.

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

Be aware of your child's favourite author, sort of books or series e.g. 'Baby-sitter's Club'.
Make use of book clubs and visit your local library or bookshop together - get the whole family to borrow and read.

Reading To, With and By

To

Sometimes your child may bring home a text that is too difficult for them to read independently, such as a picture book. This is a good opportunity for you to read the book to your child. Being read to is a vital part of children's reading development. By reading to your child you are:

- modelling an enjoyment in reading
- demonstrating what a fluent reader sounds like
- modelling expressive reading

These are skills that children can learn from hearing others.

With

If the text is one that your child can read parts of, while some parts may be too difficult, this is an opportunity for you to read with your child. You may read parts of the text and allow your child to read parts. You may leave off the end of sentences for your child to read or encourage your child to read familiar words. When reading with your child you are:

- creating an enjoyable shared reading experience
- supporting your child by helping when needed and joining in the experience with them

By

Some texts will be easier for your child to read, and can be read by your child. If your child can read the text independently, this is an opportunity for you to take them a step further with discussion and "book talk". If the text can be read by your child you can:

- celebrate their achievement
- encourage expression – How would that character's voice sound? How could we read the exciting / scary / funny parts?
- discuss the content of the text • What happened in the story? • Where could we go to find some more information about that? • What did you learn? • Why do you think that character did that? • Why do you think the author chose that title? • How did the illustrations help the story?

The aim of home reading is practise and enjoyment. The time you spend creating an enjoyable experience in which children can practise skills and strategies they have learnt at school is important and appreciated. When your child brings a book home, you may decide if it is something you will read to your child, with your child or that can be read by your child. Above all, make it an enjoyable and positive experience.