



Home Reading Program **Mrs. Pryor's Grade One Class**

Dear Parents,

We are beginning a Home Reading Program in our Grade One class. This reading program is intended to build enjoyment in reading, to increase reading vocabulary, fluency and expressiveness. Your child is encouraged to read orally to you, to a sibling, grandparent, uncle, aunt or an interested friend. Home reading is a time for students to read to an adult, as the adult can be an excellent support in reading and may help in supporting the child to find meaning in the text.

Your child will bring home a reading bag/envelope with a book(s) and a reading duotang to record his/her home reading. You may wish to record the date the book was read, the title of the book and perhaps a short comment on how well the book was read and enjoyed. Consistent home reading will help students achieve their reading goals. Return the reading duotang daily. This helps myself to assess your child on a regular basis and is present when the parent volunteers come in to listen to the children usually on Mondays, Wednesdays and Fridays. Once your child is fairly established with the home reading books my focus turns to the in-school reading program. This is another levelled reading program whereby we work in either a one-on-one or small focussed guided group. However, the home reading program is run by parent volunteers who listen to your child read usually two to three times a week (depending on days off) and will swap the book(s) if your child is fairly fluent. These parents are invaluable and work closely with myself to ensure that your child is on the correct reading level.

Please be patient, there are unforeseen occasions when a parent reader cannot make it in for the day. If this happens, I may not personally be able to exchange, please find other opportunities to read at home.

Remember a book should be reasonably challenging but your child should feel success and therefore want to read. Reading fluently and with good understanding of the text is essential for your child to be successful in the reading process. I often talk to the children about reading "a just right book". These books promote confidence and comprehension. A good rule of thumb is that a child should not have difficulty with more than 5 words in the first couple of pages if it is a short book, or 5 words per page in a chapter book. Comprehension or understanding of what has been read is key! However, if at any time you feel that your child is not being adequately challenged please drop a line in the agenda rather than the reading envelope and I will make an assessment personally.

I encourage daily reading for **at least 10 minutes**.

If your child encounters difficulty, take turns reading alternative sentences or pages. For your beginning reader you may echo read (repeat), choral read (at the same time), re-read etc. Throughout the school year you will also receive suggestions for additional reading strategies. I recommend that you keep this information in a reading binder and you can refer back to familiarize yourself as a refresher. I also hope that you find the information in the duotang valuable, these "tricks" etc are ones that I use with the children and will further help to reinforce the principles if you use them too! When reading try to keep to a routine, choose one which suits you and your child the best, NEVER make it a chore but a shared happy time together. If your child is tired, leave it for another time. Please bear in mind too that many educationalists now recommend that your child should observe adults reading for their own pleasure and not simply for necessity. I hope that you will be able to utilize these ideas while reading with your child.

If your child at some stage is ready to read a longer book, it may not be necessary to have them read it all out loud, as silent reading can be encouraged. A bookmark will be given which your child can use to place inside the book. They do not need to finish reading the book in one go. If your child is an independent reader and wants to read on their own, let them

do so. You too can read the book afterwards and engage in conversation about the characters, events, problems, solutions and share your feelings about it. You may discuss if a similar experience has ever happened to one or both of you. I can personally tell you that reading your child's book afterwards is a lovely and rewarding way of interacting together. And there are some great books out there (especially as your child progresses); these also make easy reading before turning off the lights for the night!

Books from home, the school and or the public library may also be used for home reading. When out and about read labels on the packets and tins of food whilst shopping in the supermarket, read information on the doorways. Your child might be able to read all, some words or just recognize the letter sounds or blends (phonetics). Any of which, is awesome, so praise, praise and give even more praise. Remember children develop at different rates, so try to avoid making comparisons with older siblings or other children of the same age. They are all individuals and have different strengths in different areas!!

I hope that this program will allow you to see how your child is developing their reading skills. Thank you in advance for your assistance and support with the home reading.

Jacqui Pryor

Dear Parents,

As teachers, we often ask parents to read with their children without explaining what we mean. Therefore, each week I will be sending home a description of a reading strategy you could use with your child during Home Reading time. I hope that these strategies will be helpful.

Strategy 1 Preview the book

As adults, we don't pick up a book and read it cold. We read the title, back cover and often the inside flap to gather information about what the book is all about. Young children need to do the same. Talk about the title and have your child predict what the book will be about. Look through the book with your child before reading, and have your child talk about the pictures so s/he gets an idea of the storyline.

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Strategy 2 Locate some new and tricky words.

Often, stories will have new vocabulary and names that your child will not be familiar with. It is always a good idea to discuss these tricky words with your child before reading the story, and have him/her locate these words in the text. The more background information you can give your child before reading, the easier the reading will be. Just think about how much easier it is as an adult to read about a topic that you have some knowledge about.