



Wandina
PRIMARY SCHOOL

Home Reading Program

Home Reading

The aim of this program is for you to have the opportunity to:

- share a book with your child supporting them as they practise the reading strategies they have learnt in class
- ask questions about the book
- foster comprehension
- help your child develop a love of reading.

The Home Reading Program has been developed to encourage students to acquire confidence and strategies through the continued reading of a book over two - four nights.

Your child will bring home 1-3 home readers (parents are always welcome to discuss their child's needs with the classroom teacher) each week where they have the chance to practise reading with lots of praise and positive reinforcement from you.

Our aim is to send books home that are at an **independent** level for your child. This means that they have an opportunity to read a text, which is at a level easier than the book they are using at school to discover more about reading. This reflects Wandina Primary School's Home work Policy which encourages teachers to send home with children skills and knowledge to practise, rather than the learning of new skills

Our home reading booklet includes Reading Strategies, the Magic 200 words, Recording sheets, and Guidelines for 4 Nights of Home Reading.

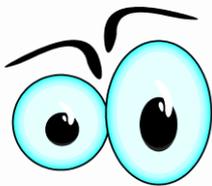
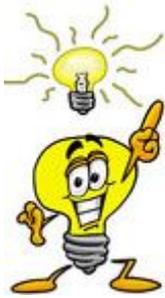
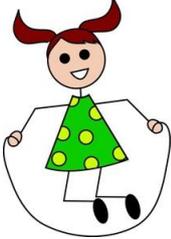
How to help your child read successfully

- Set aside a regular time for reading.
- Make sure the atmosphere is relaxed and happy.
- Make sure there are no distractions – e.g. T.V.
- Give lots and lots of praise
- Don't worry about progress as your child is making gains everyday.

Reading Strategies

- Have your child use the pictures for clues.
- Have your child attempt the word.
- Have your child re-read the sentence.
- Tell your child to get their mouth ready for the word. The child then re-reads the sentence saying the first 1 or 2 sounds of the tricky word out loud.
- Point with your finger to the tricky parts.
- Have your child answer these questions:
 - Does your word make sense? (meaning cue – think about what is happening in the story).
 - Does your word sound right? (grammar cue – is it the way we talk?)
 - Does it look right? (visual cue – are the expected letters and sounds there?)

If you have tried some of the strategies and they still cannot work out the word, tell them.

<p>Does it look right?</p> 	<p>Does it sound right?</p> 	<p>Does it make sense?</p> 
<p>Can the picture help?</p> 	<p>Get your mouth ready to make the first sound/blend</p> 	<p>Re-read the sentence.</p>  <p>Next she tried the small chair.</p>
<p>Point with your finger to the tricky parts.</p> <p>The boy went after the dog.</p> 	<p>Find smaller words in big words.</p> <p>They wanted to make a <u>car</u>toon.</p>	<p>Reading on</p>  <p>Skip over the word and read on to the end of the sentence.</p>

How to enjoy home reading over four nights

Look at the level on your child's home reader. Use the information below to guide you on what to do over the four nights of home reading. This will suit if your child keeps a book for 4 nights. If you choose to change the book more often, then you can select the activities that are most appropriate for your child.

Pink (Levels 1-2) and Red (Levels 3-5) Books

Night	1	2	3	4
	Before reading, talk about the cover, the title and the pictures, and look through the book together. Read the book to your child.	Child reads:- encourage your child to use their pointing finger to point to each word as they read, this helps them develop a one to one match. (If they are not confident enough to read yet, read the book together or read one page and have them read one).	Child reads. After reading, have your child locate letters/ sounds in the book that they know, e.g. letters in their name.	Child reads. After reading ask them to tell you what the book was about.

Yellow (Levels 6-8) and Blue (Levels 9-11) Books

Night	1	2	3	4
	Before reading:- look through the book together- introduce any difficult words or tricky names. (You want them to be successful and confident which builds fluency) Child reads.	Child attempts reading without the use of their finger. Their eyes now have to do the tracking. (Sometimes they might use their finger.)	Child reads. After reading the child finds sight words in the book (Begin with the gold words then move onto the red words).	Child reads practising fluency – make it sound like talking! Ask them questions about the book. Who, What, When, and Where questions.

Green (Levels 12-14) and Orange Books (Levels 15-18)

Night	1	2	3	4
	Before reading, your child uses the blurb and pictures to tell you what is going to happen in the story. Child reads.	Child reads. Child then retells what happened in the story.	Child reads. After reading, search for sight words, words that begin with, end with, contain (specify).	Child reads with fluency. Make it sound fast and smooth. After the reading ask comprehension questions, such as Who, What, When and Where questions.

Turquoise (Levels 19-20) , Purple (Levels 21-22) & Silver (Levels 23-24) Books

Night	1	2	3	4
	Child predicts what is going to happen. Child has a quick flick through the book and adjusts prediction. Child reads.	Child reads. Pick out tricky vocab and discuss the meaning.	Child reads and retells what has happened in the story.	Read with fluency and expression. Make it fast, smooth and interesting. Ask comprehension questions relating to similarities and differences between characters, settings, and plots..

Emerald(Levels 25-26), Ruby (Levels 27-28) & Sapphire (Levels 29-30) Books

At this level students may be bringing home chapter books with more length and detail. We encourage you to explore interesting vocab, discuss comprehension questions and have you child retell the story at the end of a chapter or at the end of the nights reading rather than only at the end of the book.

Night	1	2/3/4
	Child predicts what is going to happen. Child has a quick flick through the book and adjusts prediction. Child reads.	<ul style="list-style-type: none"> • Child reads with fluency and expression. Make it fast, smooth and interesting. • Pick out the interesting vocab and discuss the meaning. • Retell the story • Ask comprehension questions relating to similarities and differences between characters, settings and plots. • Discuss other books you have read that are similar to the one read.

Activities to promote understanding

Here is a list of other activities that you could do with your child at the end of reading:-

- Character Portrait – Think about the character and perhaps do a mind map :- what did the character look like, where did he live, what did he like to do, what do you think he sounded like?
- Cartoon Story – Redo the story as a cartoon strip. Think about what are the main events and then draw the pictures and put in the dialogue or captions.
- Wall Story – children draw pictures of the main events and then they can write captions under each picture to tell the story. (Parent can write for the child.)
- Questions – Ask your child to write some questions for the text using who, what, when, why and how.
- Vocabulary – discuss interesting words in the text and think about words that mean the same (synonyms) or you could think about words that have the opposite meaning (antonyms).

Comprehension

Literal (Right There) Questions

The answer is often 'right there' in the text or pictures.

- Who are the characters in the story?
- Where did the characters go?
- What did the characters do?
- What happened at the beginning of the story?
- What happened next?
- Can you show me the part that says that in the book?

Making Connections

- Does this book remind you of one you have read before?
- Who do you know that has a ...(dog) like the one in the story?
- What are some of the similarities or differences between the characters in this book and yourself?
- Has anything similar to what happened in the book happened to you?

Comprehension Questions - Inferential (Think and Search) & Critical (On My Own)

- I wonder what this word could mean?
- Why do you think that.... happened?
- Why do you think the character did that?
- What clues in the story tell you...?
- What would have happened before/after/between...?
- What does the author want you to think/believe/feel?
- What is the text mainly about?
- Who do you think is the author's intended audience? Why?
- How would you feel if...?
- What is the best example of description in the text?
- What else could ... have tried to solve the complication?

Magic 100 Words

Core Words are words that the students need to be able to instantly recognise and read. The golden and red words make up, on average, one third of all reading.

A fun way to learn these words is through games such as memory, snap and fish. Introduce no more than 5 words at a time, adding new ones as they learn and recognise them.

Golden Words

a and be I
in is it of
that the to was

Red Words

all as are at but
for had have he her
his not on one said
so they we with you

MAGIC 100 WORDS

The first 100 words make up, on average, one half of all reading.

blue	green	orange	indigo	violet
an	big	back	call	about
by	can	been	come	before
do	did	came	here	could
go	get	down	make	first
if	has	from	must	little
me	him	into	only	look
my	new	just	some	more
no	now	like	then	other
or	off	made	were	right
up	old	much	what	their
	our	over	will	there
	out	them	your	want
	see	this		where
	she	well		which
	two	went		
	who	when		

Magic 200 words

the following 100 words together with the first 100 words make up, on average, an estimated two thirds of the words encountered in general reading.

PINK	PURPLE	AQUA	LIME	LEMON
after	again	always	another	any
am	ask	away	bad	because
boy	best	bird	black	blue
day	bring	dog	don't	every
eat	far	fast	father	fell
five	find	four	found	gave
fly	give	going	got	green
girl	how	hand	head	house
good	kind	keep	know	last
help	left	let	live	long
home	man	many	may	morning
jump	mother	night	once	open
play	own	people	put	red
ran	room	round	run	sat
read	say	school	should	soon
saw	step	take	tell	than
sing	these	thing	three	time
sit	too	tree	under	very
think	walk	water	white	why
us	wish	work	would	year

Wandina Home Reading Rewards Years PP-5

When you have read at home:

- **20 nights** Certificate from class teacher, assembly book draw
- **40 nights** Certificate from Admin, book reward from the office, name in the newsletter, assembly book draw
- **60 nights** Certificate from class teacher, assembly book draw
- **80 nights** Certificate from Admin, book reward from the office, name in the newsletter, assembly book draw
- **100 nights** Certificate from class teacher, assembly book draw
- **120 nights** Certificate from Admin, book reward from the office, name in the newsletter, assembly book draw
- **140 nights** Certificate from class teacher, assembly book draw
- **160 nights** Certificate from admin, book reward, name in the newsletter, assembly book draw
- **180nights** Certificate from class teacher, assembly book draw
- **200 nights** Certificate from Admin, book reward from office, name in the newsletter, assembly book draw
- **220 Nights** Certificate from class teacher, assembly book draw
- **240 Nights** Certificate from Admin, book reward from office, name in the newsletter, assembly book draw
- **260 Nights** Certificate from class teacher, assembly book draw
- **280 Nights** Certificates from Admin, book reward from office, name in newsletter, assembly book draw
- **300 Nights** Certificate from class teacher, assembly book draw

