



Home Reading Program

Parent Information

What is the reading program for students at Katandra?

1) What will the students have?

All students will have a take home reader pack that includes;

- Reader ' Katandra Book Bag' *(if you have lost the one provided you can purchase another from the office)*
- Grey reader cover- with a reader log inside
- Laminated Take home reader activity card
- Katandra Parent information book
- DET supporting Literacy and Numeracy guide
- 1 X take home reader per week
- Spelling/Word cards- *as requested by parents in SSG's*

2) What does the take home reading program look like?

- The students will take 1 x level reader home each week from the school levelled readers. This reader will be based on the students reading level assessed with Running Records.
- Students will have the opportunity to choose their reader at the identified level. For a non-reading student they will select a book at a lower level and do pre reading and reading behaviour activities with the book.
- Students will have the same reader for the week, and parents can use the laminated activity card to support reading with the child.
- Staff/Students will change the readers on a Monday.
- As requested, Katandra will introduce spelling and word cards as something extra and optional to the reading program.

3) What do parents/carers do with the reader?

- We understand families are busy, however if you can spare 10 minutes at least three times a week it will go a long way
- Parents/ families should follow the suggested activities on the laminated activity card
- Parents/ families can also introduce books from home or the local library to also extend beyond the take home reader.
- Parents can refer to this guide and the DET guide to assist them with reading and literacy support for their child.

Principal Message

To parents and carers,

At Katandra School, we believe you can make a difference to your children's reading journey. Your role as an advocate for your children's reading success cannot be overestimated. It has a direct impact on the ease and confidence with which they pursue their reading and writing.

It is the joy and love of sharing a good book on a nightly basis that sets the foundation for their reading success, and ensures that reading is given the priority it deserves. Reading regularly with someone who cares is the inspiration that all readers deserve.

As parents and carers, you create the home context for reading and set the tone for how reading is valued. Fear, anxiety, stress and humiliation have no place in the reading experience. The 'payoff' for reading together has to be worth coming back to night after night after night. When reading together is the best time of your children's day and the best time of your day, it is worth turning up. The right book infused with fun, laughter, and love goes a long way in creating life-long readers.

It is my hope as Katandra's Principal that you find this information guide useful to build upon your own knowledge, and support your child's love of books, reading behaviours and reading capabilities.

Rhett Watts

Principal of Katandra School

Introduction

When it comes to reading and supporting children's literacy development, parents rightly ask a myriad questions. We understand that these questions indicate an interest and desire to know more. That is why we have also included in the take home reader pack, the Department of Education's Literacy & Numeracy guide for parents, along with this information book.

The vast majority of parents are committed to their children's literacy success and would do whatever it takes to find a solution if and when their children struggle with reading. They know how important it is. We have found at Katandra School, Parents want to know, they ask:

- What can I do to help my child learn to read?
- How are children taught to read and write at school?
- How can I avoid feeling frustrated especially when I have told my child the same word five times and he still does not know it?
- How do I eliminate the stress associated with reading at home?
- She wants me to read the same book again and again ... what can I do?
- He says he hates reading ... what can I do about that?
- The only thing I know to say is what I remember from when I was at school ... I say 'Sound it out', but it doesn't seem to work with most words. What else can I say?

- What can I do to help when English is my second language and I cannot read well myself? I worry that it will have a negative impact on my child's reading. Will it?

These are just a few of the many questions that parents ask. Children benefit when parents and teachers collaborate to share information and seek answers to these questions. Parents are able to contact teachers about reading through Class Dojo or at SSG Meetings. Fundamental to understanding what is happening in today's classrooms is communication, and this parent information guide informs parents about current, effective literacy practices and why they are important.

With this guide, Katandra School seeks to eliminate some of these fears. Reading with your child should not be construed as a test. Rather, it is an opportunity for you to get to know your child as a learner — a learner striving to be literate.

The proven benefits of reading with your child.

Parents and carers who read aloud with children in a secure, safe and comfortable context motivate their children to read.

Parents' perceptions, values, attitudes, and expectations play an important role in influencing their children's attitudes toward reading, and subsequent literacy development. When children share a book with someone who makes them feel special, the attitude that reading is pleasurable is transferred to other reading encounters.

Relationship building

At the core of reading is a relationship and it is the bond between children and parents that is enhanced through reading together. It only takes ten minutes a day to build this relationship.

Children's reading improves

The research is conclusive: When parents successfully support their children's literacy learning from an early age, everyone benefits. When teachers and parents work together to support children's reading and academic success, learning outcomes for all children improve.

Children read more

Students who read with their parents are better prepared for school. They begin school with knowledge of book language and familiarity with concepts of print. They understand how books work and have many more exposures to text types and vocabulary.

Children's self-esteem improves

Knowing someone cares enough to take time out of a busy schedule to give you undivided attention around a book makes a significant difference to how students perceive themselves as learners and readers. When parents show an interest in their children's learning, children respond positively.

Reading unites families through shared stories

When a family reads together, stories form a common ground for communicating. Stories bind families and help students make sense of where they fit in the world.

Not only does parent involvement have a specific and profound impact on children's reading, but also on children's language and literacy learning in general. It is through interactions with parents and carers that children learn new vocabulary, seek clarification of new understandings, and learn to comprehend their expanding worlds. Talk is the key to reading and writing success. Talking with children (walking to school, at the table, in the car, bedtime) has a significant effect on literacy learning in general.

Learning to read

What we need to know

Reading begins at a very early age when children start to take notice of the print that surrounds them and the talk that includes them. Children begin to engage with reading and writing experiences that attract their attention and interest before they go to school. Children notice street signs and most can recognise a large yellow 'M' sign from a kilometre up the road because it benefits them! They pay attention to books they like and often insist on many re-readings of their favourites. They learn quickly to find apps on mobile phones and electronic devices because it benefits them to do so.

Talk is a key to literacy learning. Children need opportunities to interact. Recent research indicates that children are becoming more adept at communicating in the language of commands and demands rather than being competent in extended conversations. Children need to be included in interactions with significant others and to ensure that happens, electronic devices need to be turned off. Parents need to talk with their children! It is in the context of engaged conversations that children expand their vocabularies, increase their understandings of the world, learn about themselves, and learn the nuances of the language and effective communication.

Let children make decisions about the books they choose to read. This implies that there is a well-stocked and suitable range of books from which to choose. It is essential that there are lots of books in the home and that they are readily available. Create a book-flood by borrowing weekly from the local library, buying from garage sales, finding supermarket specials, making your own, and sharing books in the community.

Look at how books are stored in the home, for example, bookshelves, book boxes, or shoe boxes. Are the books visible or tucked out of sight? Do the children have a bed light to read at night? Keep introducing children to different kinds of books — humorous books, books with beautiful illustrations, rhyming books, pop-up books, electronic books, graphic novels, and factual texts. With your children, visit places such as the local library, markets and bookstores to find books that are interesting and fun to share. The number of books, the care of books, and the storage of books are all messages regarding how books and reading are valued in this household. What message are you marketing?

Building on the diversity of family literacy practices

Families participate in diverse and successful reading and writing practices. The diversity of these practices needs to be recognised and celebrated. For example, when families from different cultural backgrounds share their traditions and passions for storytelling the literacy learning of their children is enhanced. When parents share a book in their first language with their children, they are building

the foundations for a positive attitude to reading and expanding on the child's language skills. When parents and carers just take time to talk about a book, the child benefits.

To accommodate the diversity of home literacy practices, it is essential that parents:

- Engage children in many and varied types of literacy experiences not just storybook reading, for example, cooking, newspapers, television information, instructions, street signs, brochures, junk mail, electronic communication, notes, singing, talk, and written communication.
- Appreciate that different family members, not just parents, play a role in literacy learning, for example grandparents, siblings, extended families.
- Recognise and celebrate the literacy associated with cultural differences and traditions.
- Locate resources, for example, interpreters and electronic resources that can assist in decreasing the communication divide and strengthen partnerships between homes and schools.

All parents play a crucial role in supporting their children. Sometimes, parents need reassurance and assistance to find ways to use the skills that they do possess. Focus is on what parents can do; not on what they cannot. Spending quality time interacting with children goes a long way to supporting children's literacy development.

Katandra School's

Home Reading Tips and Information for Parents

Should the books be easy or difficult?

The books that children bring home to read, should be at a slightly lower level than what they are reading in the classroom. It is meant to be an enjoyable experience for both parents and their children. Not stressful!

If your child is getting stuck on every second word, then the book is too hard for them. This can get frustrating for both you and your child which is not setting them up for a positive experience.

We understand that some of our students are still at the early stages of pre reading, letter recognising letters and emergent reading behaviours, so the book at a reading level will be too hard, however we still want to teach reading behaviours and all the other associated benefits of reading.

Make it Routine

Find a quiet, comfortable spot that is the go-to reading spot with your child. If you have other children, this can be tricky, I know! It's about finding the right time for you and your child. Whether it be just before they go to bed, or first thing in the morning. Do what works for you!

Ease Into The Book

Get your child thinking about what the book might be about by asking some questions before you start reading. Here are some examples of what you could ask:

- What do you think this book is about? Why?
- Do you think this is a story or a fact book? Why?
- Can you read the title? Does this give you some more clues?
- What can you notice about the picture on the front of the book?

Don't Tell Them, Guide Them

If you tell your child every word they get stuck on, they won't learn to use the reading strategies they are learning at school and will expect you to tell them every time. This isn't going to help them to develop and grow as readers.

Here are some basic reading strategies your child may have been taught in the classroom:

- Can they use the picture to help?
- Stretch out the word – so for the word shouted – 'sh-ou-ted'.
- Can they see for chunks in the word, or smaller words in a larger word – so for shouted – they could see 'shout', or 'out'.
- Can they sound out the word?
- Get them to read to the end of the sentence for further clues. What would make sense?
- Get them to work out the first sound of the word and get their mouth ready for the word.

Some helpful hints that encourage good reading behaviours

- Establish a home reading routine. Read aloud with your children every day. Ten minutes for each child around a book of his/her choice. If English is your second language, read in your home language. If you lack confidence in reading aloud, the fact that you are reading with your child is what matters. Talk about the illustrations and contribute where you can. Share your excitement for reading and this will be the model your child will adopt.
- The reader holds the book! There is a lot of power and control in the world of reading. The reader needs to have the power.
- During home reading time, turn off electronic devices and give each child ten minutes of your undivided attention.

- Before you read a book, set your child up for success. Reading is not a test! Reading time is only ten minutes so do some of the following: Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. This is a short introduction, not an interrogation. If the book is already a familiar one, then this step is unnecessary.
- If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree or take the books to the local coffee shop.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.
- At the end of the 10 minutes, ask questions that encourage discussion, for example: What was your favourite part? Tell me about the characters. What do you think will happen next? What did you think about that setting? What do like/ dislike about this book? There is no need to interrogate the reader. Make it a conversation as you would in a book club.
- Encourage your child to read independently. A bedside light is one of the best enticements for your child to read before going to sleep. After the 10 minutes of reading with you, the child can elect to continue reading independently.
- The less you interrupt the 10 minutes of reading, the more you are supporting the reader's independence, resilience and confidence. Zip your lips, monitor the miscues, and listen as your child reads.
- Avoid judging your child's reading with words such as: 'good', 'excellent' or 'getting better'. Instead say things about the strategies your child uses when reading such as: 'I like how you read on when you came to that difficult word.' 'I like how you changed your voice to be the voice of the character in the story'. 'I noticed that you reread the bit that did not make sense.'
- If your child is reading independently and has reached the level of chapter books, it is not necessary for you to read aloud together any more. Your job is done. That is not to say, you cannot continue to share reading time because it is what you love to do as a family or that you sit and read silently together or that you talk about the books your child is reading because you are interested in his reading choices. Readers read differently in their heads as compared to reading aloud.
- Visit the local library — make it a family ritual on a set day every week. Let your children select their books while you select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books based on illustrations or factual information about a topic of interest.
- Independent readers pick and choose what they read. They are entitled to read some and reject others. They are entitled to not complete books because they are boring. Readers make choices.

- Model what it means to be an enthusiastic reader. Create a home of readers where everyone reads – It is just what we do in this house! Talk about what you have read. Read aloud what makes you laugh and share it with your child.

Strategies every parent needs to know

The following strategies work for young children through to adults. The only difference is the book choice of the reader.

These strategies are useful when children choose books beyond their instructional levels. They choose books they want to read but as yet, cannot read them independently. Before introducing these strategies, it is always best to allow the reader to read for a few minutes while monitoring the miscues. After a few minutes of reading aloud, and when a pattern in the miscues indicates that meaning is lost and reading is laboured, show the reader any of the following strategies. I usually introduce echo and shared together and then ask the reader to choose. These strategies are not hierarchical. They all offer layers of support to give the reader access to the book of his/her choice. Remember, the reader always holds the book.

Echo reading

Echo reading is simply, parent reads a sentence, paragraph or page (depending on the text) and the child repeats it back. Before starting, negotiate with the child to read a sentence, paragraph or page. The parent reads first. The child re-reads (echoes) the sentence, paragraph or page. Continue in this way to complete the book. Echo reading eliminates the frustration and anxiety that is too often associated with reading aloud. It often happens that once the child becomes confident with the book, author's style, and language, he or she does not stop for the parent to take a turn — ultimately, that is the goal — independence. If it does not happen that the child takes over, echo reading is effective. By 'echoing' your reading, the child has an opportunity to sound like a fluent reader. This is important in building a child's sense of what it feels like and sounds like to be a good reader. The child feels confident, relaxed and enjoys the experience. It is about comprehension and having fun with a good book. During echo reading, parents model good reading. When parents miscue, they share the experience. This allows the child to see that all readers make miscues and self-correct.

Shared reading

With shared reading, the parent reads, the child reads. They take turns to read. The parent negotiates with the child to read a sentence, paragraph or page depending on the book. When the parent reads, any loss of meaning, misunderstandings or mispronunciations that have been made by the child are rectified without drawing attention to the child's miscues. When the child comes to unfamiliar words, he/she will hear it read correctly by the parent and will automatically self-correct the next time the word appears. Shared reading ensures that comprehension is maintained. Shared reading eliminates the frustration of reading because the parent is a partner in the reading of the selected text.

Neurological Impress Method (NIM)

The child reads aloud 'mimicking' the words of the text as the parent reads aloud. The child reads a couple of words behind the parent. The parent tracks with a finger so the child can keep up. It is important to avoid word pointing – instead, the parent's finger moves across the line in a fluid

movement. The only reason, the parent tracks is because children get distracted and when they drop back into the reading, they know where the parent is reading. The parent reads at a normal reading pace. When the child looks away from the book, the parent does not stop reading. Continue with enthusiasm and the child will return to the book. When using NIM, the child has an opportunity to sound like a fluent reader. This is important in building a child's sense of what it feels like and sounds like to be a good reader. The child sounds like a fluent reader and builds confidence and trust. There is no stress and angst.

Paired reading

Paired reading is an effective support for readers who ignore punctuation, read in a monotone, and/or extremely quickly or slowly. It is also a good strategy when children choose to read their favourite book for the 55th time. Just read it together and love it one more time. Paired reading is simply reading together at the same pace and in the same place. The parent reads in a normal reading voice. It usually takes a couple of sentences for both readers to fall into sync. It is like dancing with a partner and it might feel a little awkward until a common rhythm and rhyme are reached. The child holds the book, turns the pages and enjoys the time together.

The BIG STUFF... for Parents and Carers who want to dive deeper into understanding more about reading!

Print Awareness

Children who have an awareness of print understand that the squiggly lines on a page represent spoken language. They understand that when adults read a book, what they say is linked to the words on the page, rather than to the pictures.

Print awareness is a child's earliest introduction to literacy. Children with print awareness understand that print has different functions depending on the context in which it appears — for example, menus list food choices, a book tells a story, a sign can announce a favourite restaurant or warn of danger.

Print awareness is understanding that print is organised in a particular way — for example, knowing that print is read from left to right and top to bottom. It is knowing that words consist of letters and that spaces appear between words.

Sounds of Speech

Sounds of speech are the sounds that make up our oral language. Children must understand how speech sounds work to be ready for instruction in reading and writing.

To understand a spoken language, a child must be able to hear and distinguish the sounds that make up the language. Most children can distinguish between different speech sounds in their native language. For example, almost all native English speakers can hear the difference between similar English words like *grow* and *glow*. Children who are not able to hear the difference between similar-sounding words like *grow* and *glow* will be confused when these words appear in context, and their comprehension skills will suffer dramatically.

There are many activities that you can do with young children to help them increase their knowledge of speech sounds. Having fun with word sounds is a great way to play and learn at the same time. Figuring out words that rhyme, coming up with words that share a beginning sound, and saying silly words all help build a child's phonological awareness; that is, the ability to notice, think about, and play with sounds in words. These skills will be used every time a young child reads.

Phonemic Awareness

Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes. A child's skill in phonemic awareness is a good predictor of later reading success or difficulty. Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Manipulating the sounds in words includes blending, stretching, or otherwise changing words. Children can demonstrate phonemic awareness in several ways, including:

- recognizing which words in a set of words begin with the same sound

("Bell, bike, and boy all have /b/ at the beginning.")

- isolating and saying the first or last sound in a word

("The beginning sound of *dog* is /d/." "The ending sound of *sit* is /t/.")

- combining, or blending the separate sounds in a word to say the word

(" /m/, /a/, /p/ – map.")

- breaking, or segmenting a word into its separate sounds

("up – /u/, /p/.")

Phonemic awareness and phonics are not the same thing. Phonemic awareness is the understanding that the sounds of spoken language work together to make words. Phonics is the understanding that there is a relationship between letters and sounds through written language. Children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to letters when they see them in written words.

Phonics

Phonics is the relationships between the letters of written language and the sounds of spoken language. Children's reading development is dependent on their understanding of the alphabetic principle — the idea that letters and letter patterns represent the sounds of spoken language. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words, and to begin to read with fluency.

The goal of phonics instruction is to help children learn the alphabetic principle — the idea that letters represent the sounds of spoken language — and that there is an organised, logical, and predictable relationship between written letters and spoken sounds.

Children are taught, for example, that the letter *n* represents the sound /n/, and that it is the first letter in words such as nose, nice and new. When children understand sound–letter correspondence, they are able to sound out and read (decode) new words.

Fluency

Fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.

When fluent readers read silently, they recognise words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy.

Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and their background knowledge. In other words, fluent readers recognise words and comprehend at the same time.

Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the meaning of text.

Vocabulary

Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing.

Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print. Kids who hear more words spoken at home learn more words and enter school with better vocabularies. This larger vocabulary pays off exponentially as a child progresses through school.

Consider, for example, what happens when a beginning reader comes to the word *dig* in a book. As she begins to figure out the sounds represented by the letters d, i, g, the reader recognises that the

sounds make up a very familiar word that she has heard and said many times. It is harder for a beginning reader to figure out words that are not already part of their speaking (oral) vocabulary.

Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Spelling

Many people think spelling comes naturally to some and not to others. Actually, good spellers aren't born, they're taught. Learning to spell is built on a child's understanding that words are made up of separate speech sounds (phonemes) and that letters represent those sounds. As they get more experience with words, children begin to notice patterns in the way letters are used as well as recurring sequences of letters that form syllables, word endings, word roots, prefixes, and suffixes.

Nearly 90 percent of English words can be spelled if you know the basic patterns, principles, and rules of spelling. Students can use these rules as an aid to spelling unknown words. If a child can spell a word, he or she can usually read the word. Good spellers end up as better readers and writers.

Comprehension

Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active, and have the skills to absorb what they read, analyze it, make sense of it, and make it their own.

Strong readers think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They know when they have problems with understanding and what thinking strategies to use to resolve these problems when they pop up.

Writing

A child's writing development parallels their development as a reader. Print awareness develops in young children as a result of being read to by adults and having other literacy experiences. Part of print awareness is the realisation that writing is created with instruments such as pens, pencils, crayons, and markers. Children begin to imitate the writing that they see in the environment. What often starts as scribbling ends up being important clues to a child's understanding that print carries meaning.

