



Aldinga Beach B-7 School

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Government of South Australia
Department for Education and
Child Development

HOME READING PROGRAM

At Aldinga we practise Daily 5. Your child will be increasing their stamina and practising an individual reading strategy. Usually at the beginning of each year your child brings home a book from school to share with the family and practise her/his reading skills. These books are selected from home reader boxes and aimed at the level of the student.

The home reader your child will bring home will be at a level with which your child is confident and knows a high percentage of the text in the book. This supports the child to read fluently and confidently at home and share their skills in a positive way.

We are all keen to promote reading at home. Research shows that it makes a big difference to not only how children become more fluent readers, but also how your child develops a love of reading.

Teachers will talk about reading during the Acquaintance evenings and questions regarding individual students can be discussed via a meeting with your child's teachers.

SETTING

Daily reading practice is very important for young readers so it will help if you establish a routine by setting aside a regular time to read with your child (5-10 minutes is all it takes). Find a quiet suitable space to sit down and share his/her book. This should be a relaxed time for both of you.

INTRODUCING THE BOOK

Young readers need to be 'tuned into' the book they are reading. This helps children to think about the words they might expect in the book and what happens in the story. Here are some ways you can help your child to 'tune in'.

- Talk about the title of the book
- Ask questions about the pictures
- Ask what might happen in the story
- Talk about similar experiences they may have had



READING THE BOOK

Reading with your child may need a different approach to those outlined eg. Younger children may need you to read with them. Remember, if in doubt; talk with your child's teacher. Encourage your child to read the book with little help from you. Remember to give your child time to think about the words and whether they make sense. If he/she does not correct their errors say 'try that again' in an encouraging way.

WHAT IF THE BOOK IS TOO HARD?

Your child should be able to read 19 out of 20 words correctly so that he/she can feel successful. If your child is unable to say many words, then you can read along with your child to finish the book in a stress free way. Talk with your child's teacher about the difficulties as soon as possible.

TRICKY WORDS

When your child doesn't know the words, get him/her to try these ideas:

- Look at the picture.
- Think about the story – what makes sense?
- Re-read the sentence and say the first letter of the unknown word.
- Re-read the sentence and stretch the word out (eg. crrraaaaash).
- Re-read the sentence and skip the word and then go back and see what word fits.
- Guess, then see if it makes sense and looks right.
- Break the word into chunks with a finger and say the chunks eg. but-ter, sis-ter, hol-i-day.
- Sound out ONLY 2, 3, or 4 letter words (using letter sounds NOT names). Remember many words cannot be sounded eg. 'the', 'said'.

REMEMBER THE 3 Ps

Pause to let your child try to work out the word.

Prompt or give clues about how the word can be worked out "What would sound right?" "What makes sense?" "What does it start with?"

Praise with comments like "I like the way you" "Well done". "You must have been practising".

AFTER READING

Encourage your child to talk about the story, retell parts and discuss what they like or disliked about it.