

# HOME READING

BNPS 2022

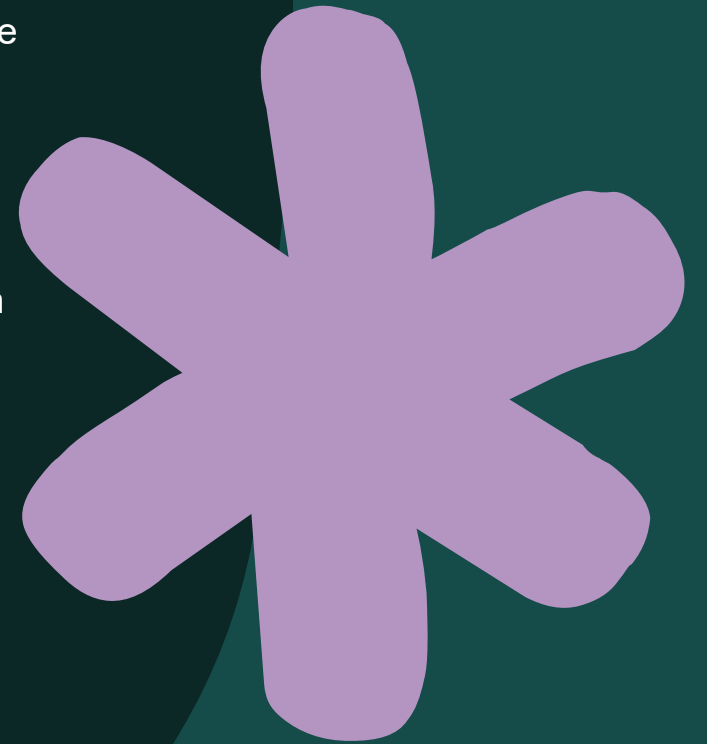
# The Building Blocks



- Students first need to develop an understanding of the individual sounds they use when they are using language (Phonemic awareness). This is a developmental precursor to learning to read.
- Students then learn to 'link' visual representations of letters to their associated sound.
- Next, students begin to blend these sounds together to decode words.
- The application of these sound-symbol relationships to reading and writing is known as phonics.
- Students also need to be provided with opportunities to become familiar with high frequency words that occur frequently in texts.

# The role of home readers

- Home readers are intended to be a consolidation activity that your child can do with independence.
- At school, students read instructional texts with their teachers that are more difficult than the readers they interact with at home.
- The readers students take home should have a 95%+ accuracy rate so your child can build confidence.
- Please note that your child will not be able to read even the simplest of home readers when they start school. They will need ALOT of role modelling and support in the early days to gain momentum.
- Independent reading skills will progress as a child's knowledge of phonics and high frequency words strengthen.





## Home Reading Resources

- Home Readers -New readers go home on Monday for the week. Readers are returned every Friday.
- Wushka

# Decodables and Levelled Texts

Decodable readers are composed so that students can apply their emerging knowledge of phonics to decode by sounding out phonetically regular words.

Levelled Readers are composed so that students apply their phonetic knowledge, high frequency word recognition and understanding of syntax to construct meaning.

# Setting up for success

- Ensure you engage in home reading at a time when your child is relaxed engaged and interested.
- Establishing a routine for home reading can be helpful for some students and families.
- Ensure students have a quiet space free of screens and distractions when they are reading.
- Give plenty of praise and reassurance.
- Keep the sessions short.
- Model making mistakes and problem solving how we could try again.
- Ensure you wait before you give your child prompts or tell them the word.
- Encourage a have a go attitude- we want our students to be risk takers in their learning.
- Remember that some children take time for things to click. Try not to compare their literacy progression to that of their peers or siblings. They will get their in their own time.
- Don't be afraid to ask for help- reach out to your child's class teacher
- Make sure you continue to read for enjoyment- fill your child's word with beautiful books and cultivate a love of literature.

# Getting started



- In the beginning you will need to support your child heavily with their reading.
- Look at the cover and predict what the story will be about. Remember that images are an essential component of composition that support understanding.
- Ask your child if they have any questions about the book or can make any connections to their own experiences or other texts they have explored.
- Ask your child to identify the author and/or illustrator and discuss their roles in composing the text.
- Ask your child to name any words or letters they are familiar with.
- Read the whole book to your child- model using one to one correspondence and ask them to point to the words as you say them.
- Break the word into sentences and ask your child to repeat the words back to you to 'read independently'.
- As their ability develops you can take turns to read a page each.
- Try not to jump on every mistake-provide lots of opportunities to self correct and decode independently.



# Decoding strategies

- Get your mouth ready for the first sound- then stretch out the word by saying each sound in order from left to right, Blend them together.
- Break the word into syllables
- Look for smaller words in larger words
- Think about words that are similar that can help them- rhyming words, hat, cat, pat
- Look for familiar base words. i.e run - ning, play-ing
- Go back to the beginning of the sentence and re-read it to see if the word used makes sense
- Use the images to check for meaning





## Read for meaning

- Discuss what you have read to build comprehension skills. Even from the first days of reading, we want to build an understanding that the purpose of reading is to understand the meaning of the text.
- What was your favourite part?
- Can you tell me what happened in order...
- Who were the characters?
- Where did the story take place?
- What happened after?
- Can you tell me some of the ways the character did...



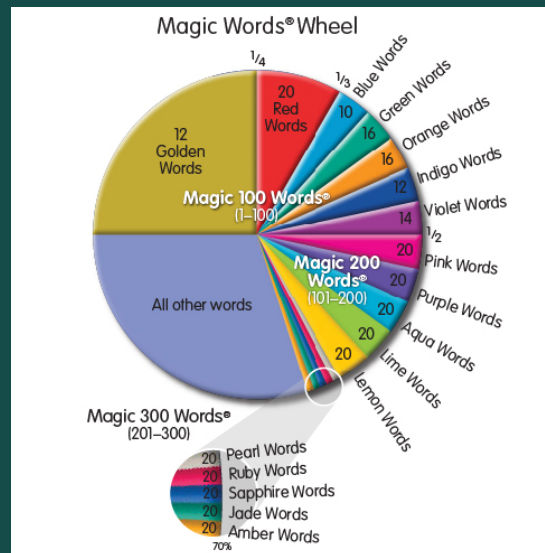
# Read for meaning

Inferential questions ask students to think more deeply- they are using clues from the book and their background knowledge to infer meaning.

- Why did the character do this?
- Why did something happen?
- How did the character feel when?
- Why do you think...?
- What lesson can we learn from the story?
- Find me a page where...
- Predict what might happen next
- How would you feel if this happened to you
- Does this remind you of something that has happened in your life?
- Can you think of another book like this one? Why?

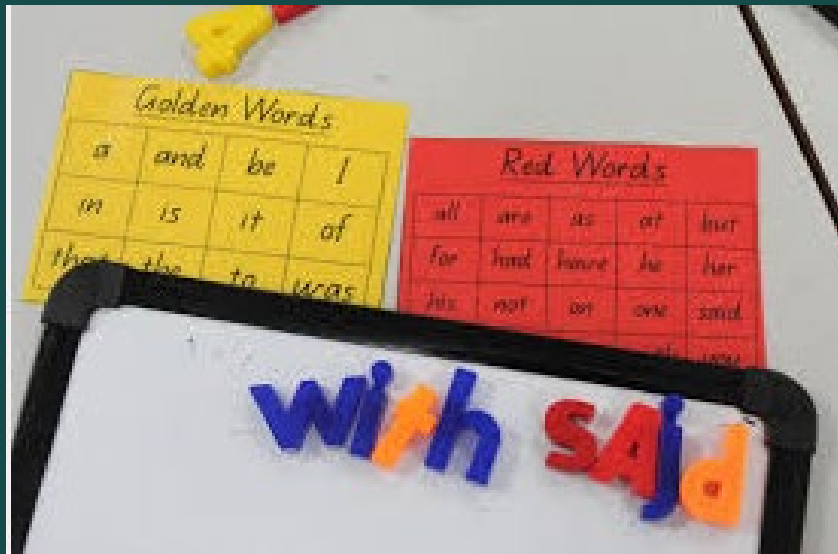
# What are sight words?

- Sight words are those words that build reading fluency when they are retained in a child's visual memory- they can recognise and automatically recall the whole word, rather than having to break it into its graphemes to decode it.
- Over 50% of written text is made up of 100 high frequency words.
- All children will acquire sight words at a different rate.



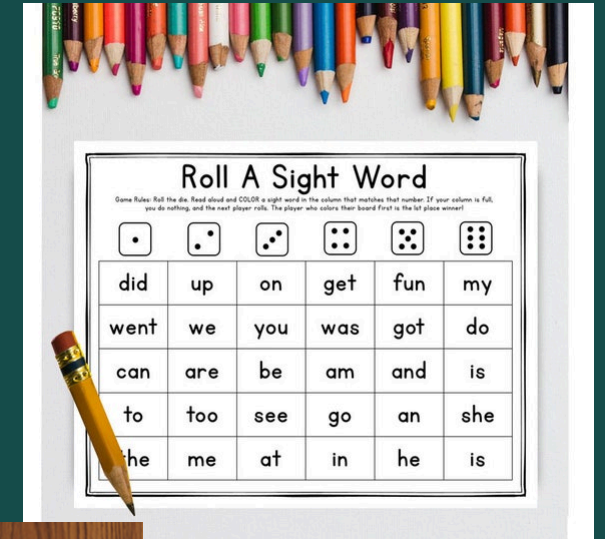
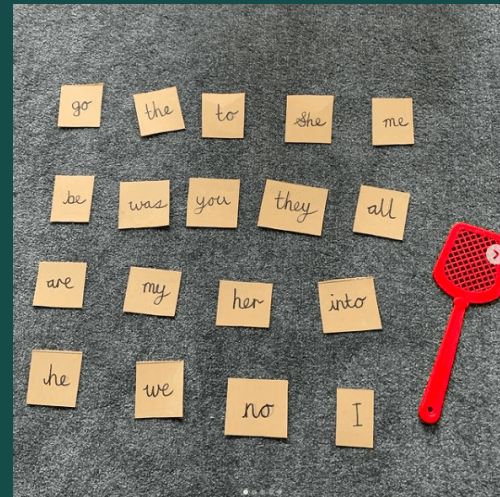
# Supporting Sightword Recognition

- All children will learn sight words differently. Some children thrive with a 'see it and say it' approach-others need opportunities for tactile, multi-sensory learning.



# Supporting Sightword Recognition

- Playdough
- Card games(snap, go fish, memory)
- Write them in coloured pencils
- Find them in the pages of a book
- Write them in sand or shaving cream
- *Key Ring*: Place all your child's sight words on a keyring and use this as a tactile tool to help daily recitation.
- *Swat*: Lay your child's sight words out in front of them and ask them to tap each word with a fly swat as you say them.
- *Silly Sentence*: Ask your child to use the sight word in a sentence
- *Car Park*: Make a grid like a car park with your child's sight words and ask them to place a toy car on the sight word you call out.
- Noughts and crosses
- Bingo
- Hop Scotch
- Letter Tile Manipulation
- Minute to Win It- How many can you recall in a minute?





## Beyond 'learning to read'...

- Once your child can read fluently, we look for texts that will allow them to expand their knowledge and skills in three key areas:
  - Vocabulary and language
  - Comprehension strategies
    - Depth of content
- Once a child is a fluent reader, they can begin to make connections between reading and writing. Exploration of great texts, will enhance their ability to compose texts.