**Early Years Approach to Reading at Home**

In Early Years, Prep to Year 2, our focus for home reading is to encourage a “love of literature”,

a sense of fun and enjoyment, improved comprehension and confidence in expression and

fluency of reading. The purpose of home reading is for children to enjoy reading with a

significant person in their life and to develop a sense of value for reading.

To achieve these goals, we encourage our students to read a wide variety of texts with a

diversity of topics and with a range of difficulty.

As children will be reading a variety of texts, they will need differing levels of support to

engage with the text. One strategy to allow this to happen would be the: **reading to**, **reading**

**with** and **reading by** strategy. This strategy involves a gradual release of adult support as the

reading becomes more independent for the child.

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| **READ TO the child by adult:** | **READ WITH the child in****partnership with adult:** | **READ BY the child as the****adult listens:** |
| Appropriate if…• the text is challenging• to inspire children towant to read or• if it is a family favouritetext. | Appropriate if…• engaging a child with atext containing trickyconcepts that are a littlebeyond your child’scapabilities, butmanageable with help. | Appropriate if…• the child is confidentwith the text• the child makes fewmistakes, reads easilyand has a solidunderstanding of thetext• the purpose is to buildconfidence and fluencyin the reader.• the purpose is about thechild experiencingsuccess as a reader. |

**How will I keep track of my child’s reading experience?**

We recognise that home life is a busy one; however, reading daily with your child is the most

important habit to develop at home. To help maintain balance in being read to, read with

and read by themselves, teachers will provide a template (Reading Log) for you to monitor how you are travelling with this priority.



Children learn to read by:

• seeing important people in their lives read

• being read to every day

• seeing themselves as readers and

• having a go.

**Keys to Home Reading**:

1. Create a happy atmosphere.

2. Be encouraging and supportive.

3. Keep the session short (little and often).

4. Make if fun!

5. Get everyone involved.

6. Chat about the text.

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| ***Reading is about making connections –******making connections when reading supports******comprehension*** | ***Reading is always about making meaning –******reading must always have purpose, e.g. to******have fun or to learn something new*** |
| Ensure the child makes connections to thetext:• Have you ever felt like that?• That reminds me of…..• Wouldn’t that be exciting?• This is like that other book…..• I’d love a puppy too! | If the child loses the meaning gently promptthem:• Does that sound right to you?• Let’s just check back on the previouspage…..• What’s happened so far in this part?• Hang on, I’m confused…. |

**What should my child be reading?**

A wide variety of texts is important:

• At times levelled readers will be provided by the school

• Students will choose texts from our school library

• We ask for your partnership in selecting real-world texts in context. Examples of these

are: reading at breakfast (the back of the cereal box), reading the front

page of the newspaper, sharing a magazine, a map of a recent visit to Sea World, reading and co-authoring of the shopping list prior to the

grocery shop, reading the choices for tuck-shop order, sharing the school or class

newsletter, reading together a menu at a restaurant, looking at a bus or train

timetable, environmental print such as reading road signs or shop front displays etc.

• Visiting your local library and borrowing books is a way to build engagement with

reading

• Purchasing a book with birthday or pocket money (your home library)

• Searching for online texts on a topic of interest to the child

• Listening to audio books and following along with an audio book using the hard copy.

Often a child will read the same text over a number of nights. This is a great thing and should

be encouraged! This supports the development of comprehension, fluency, expression, sight

word vocabulary and increased confidence as a reader.

Thank you for your help in creating confident, capable and happy readers.

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