

# Albion Primary School



Aim High



## *Home Reading Program*

A guide for parents and families



Dear Parents,

Reading is comprehending or understanding the meaning of something that is written or printed by looking at and interpreting the written or printed characters.

Reading is one of the most important skills children learn at school. They are taught a range of strategies to assist them to become 'good readers'.

Learning to read means children learn:

- Strategies for decoding and word attack skills (saying the words)
- Strategies for comprehension (understanding the words)
- Strategies for fluency and phrasing (the way you say the words)
- To read for a variety of reasons, including pleasure (making appropriate text selections)

These components are equally important as each other as they combine to develop highly competent readers.

Home reading is an essential part of our reading program. It provides children the opportunity to practise the skills and strategies they are being taught at school, sharing their learning with their families and develop a love of reading and sharing books.

The following information contained within this booklet will support you to engage in meaningful conversations with your child about their reading. You may notice that many of the strategies will be familiar to you—they are things that all readers do—adults and children alike!

Happy reading!

The staff of Albion Primary School.

## Thinking Beyond the Text

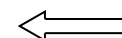
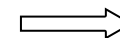
Thinking beyond the text involves the reader being able to make predictions about the text, being able to infer by coming to conclusions from using the evidence provided in the text and making connections with the text.

### Text to Text Connections

Does this book remind me of another text?

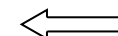
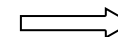
Does this character remind me of a character I've read in another book or seen in a film?

Why?



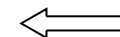
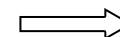
### Text to Self Connections

Does this book remind me of something I have experienced? How?



### Text to World Connections

What does this text remind me of in the real world? How? Why?



## Thinking About the Text

Thinking about the text involves the reader being able to analyse the texts they have read and ask questions of the text and/or author and being able to critique the texts they read.

Some Points for Conversation		
Junior (Years Prep—2)	Middle (Years 3 and 4)	Senior (Years 5 and 6)
How are the ideas in a book related to each other?	Recognise whether a text is realistic fiction or fantasy.	Identify figurative language and discuss how it adds to a text.
How are the ideas in the book related to the title?	Identify chronological sequence	Identify descriptive language and how it adds to a text.
Identify the story's beginning, middle and end and the problem.	Notice a writer's specific words to convey meaning.	Notice and discuss how the writer of a graphic text has communicated meaning through illustrations and print.
Notice connections with the words and pictures.	Identify the point of the story and when the problem is resolved.	Notice particular writing styles after reading several texts by the same author.
How has the writer made the story funny or surprising or sad?	Discuss whether a story could be true and why.	
Discuss how writers use interesting characters and situations.	Discuss characteristics of genre—animal fantasy, factual texts, realistic fiction, plays, etc.	
Recognise how print layout or features are used to reflect meaning (such as large or bold print).	Understand the relationship between the setting and the plot of a story.	
What are the different features in a fiction and non-fiction book?		

Did I enjoy the text? Why?

Is this a book I would recommend to others?

Was I satisfied with the storyline and resolution?

Did I dislike the text? Why?

### Critiquing a Text

Consider how the story could have been different. What changes would you have made?

What is my opinion of the text/illustrations?

What is my opinion of the characters? Who did I

Did the text meet my expectations?

## Just Right Books

The term, 'just right' book is one which you may have heard used by your child. All children have a collection of 'just right books' that they read at school during independent reading time. They may even bring them home to read.

A 'just right' book is determined by the child's ability to automatically recognise words within the text, decode unfamiliar words and to comprehend or understand what has been read. These elements all need to be balanced in order for a text to be determined 'just right'.

A just right book needs the text to be understood by the reader.

A text that is too hard does not make sense to the reader.

A text that is too easy does not engage the reader to think beyond what is printed on the page.

### *How to select a Just Right book*

Is the font size easy for me to read?

Does the layout of the text make it easy for me to follow?

If I open to a random page in the book, can I read most of the words on the page? Count the words you don't know on your hand using the five-finger rule:

0-1 fingers—too easy

2-3 fingers—just right

4-5 fingers—too hard

Even if I can read the words, do I know what the words mean and can I understand what the book is about?


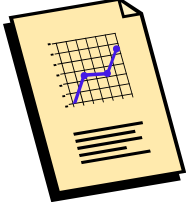




Is the book of interest to me? Is it a topic that I want to find out about?  
Does it have information that I am looking for?

Read the blurb (if it has one).

Being able to read the words in the text without understanding the meaning of the words is NOT reading.

## Strategies for Reading Comprehension

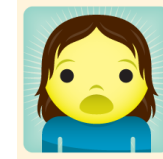
As well as decoding the actual words on the page, reading is about understanding the text. We use the following strategies to help us understand or comprehend the text.

<p><b>Predicting/Prior Knowledge</b></p> <p>Using prior knowledge to think about what is going to happen next in the text. What does this text remind me of? What do I already know about what I am reading?</p> 	<p><b>Text Structures and Features</b></p> <p>What sort of text is this? What is the purpose of this sort of text?</p> 	<p><b>Visualising</b></p> <p>What picture does this text create in my mind?</p> 
<p><b>Summarising</b></p> <p>What were the main points/ideas of the text?</p> 	<p><b>Questioning</b></p> <p>What questions do I have about the text? What do I need to think about as I am reading?</p> 	<p><b>Thinking Aloud</b></p> <p>What are my ideas and thoughts about the text as I am reading? Talk about them and write them down.</p> 

## Thinking Within the Text

Thinking within the text is about finding information that is directly stated on the printed page to help us read the text. Strategies to assist with this include:

Knowing the letters and the sounds they make



Make your mouth ready to make the sounds I can see.

What letters can I see that go together to make sounds I know?

**th**  
**s in**

Look at the pictures/diagrams/graphs.

Can they help you predict any of the words?

(Astronaut—so the book is probably about space )

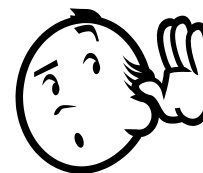


Does it look right? Does the word I'm saying look like the word I can see on the page?

(The word *sheep* does not look like the word *lamb*.)



Does is sound right?



Does the word sound grammatically correct in the sentence I have read?

Does it make sense? Does what I am reading make sense?



Reread. If it doesn't look or sound right or doesn't make sense, go back and read it again.