

Merimbula Public School

Excellence ~ Opportunity ~ Success

Home Reading Policy 2017/8



RATIONALE:

Merimbula Public School continues to be committed to *excellence, opportunity and success*. The school aims to provide an environment where achieving one's best is inevitable. We have developed a Home Reading Policy to ensure access to exemplary literacy programs is equitable and consistent for all students, to support student's reading skills and development.

AIMS:

Our home reading program is primarily aimed at encouraging a love and enthusiasm for reading. It is also aimed at developing and promoting supportive links between home and school to advance reading skills. It should be an enjoyable activity where students practise fluency, build confidence, learn about the world around them and develop their imagination.

- Home reading will be an opportunity for students to improve their reading through daily practise within a positive home environment.
- Home reading will enable students to experience success and improve their learning.
- Home reading will promote positive partnerships with school and home working together for the benefit of our students.

Books selected should enable students to read fluently and practise, they are not meant to be challenging.

Approximately 15 minutes a day should be set aside each night by parents/carers to listen to their child read. Parents need to supply a plastic folder to keep the book and journal in for travelling to and from school.

PROCESS:

Home reading books are borrowed by students in Kindergarten (from Term 2), Year 1 and Year 2 (from Week 3 Term 1), and are returned/replaced when required. Students are to practise their reading for up to 15 minutes each day.

Students will not be able to borrow a new book unless they return the previous book or their parent/carer reimburses its cost.

Home readers should be kept in a secure bag/envelope when not being read as to avoid resource damage.

Students in Years 3 to 6 receiving additional reading support may be invited to the Home Reading Program by their classroom teacher or reading support teacher. Students in Years 3 to 6, and those in K-2 who are fluent and independent readers, are encouraged to complete home reading each day. They are to select their own reading resources. Only students in Kindergarten to Year 2, or those on a targeted reading program, are provided a Home Reading Journal. This is to be kept in the child's reading folder/envelope.

RESPONSIBILITIES OF THE STUDENT:

Students are responsible for borrowing their home reading books when required. Students should practise their reading for up to 15 minutes each day. By practising reading, they are improving their reading skills, developing confidence in their reading ability and accessing a wide variety of reading material that is available in the home environment.

RESPONSIBILITIES OF THE PARENT/CAREGIVER:

Parents are required to complete the Home Reading Contract and Replacement Agreement prior to commencing the program (see Appendix 1). They should play an active role in supporting your child with home reading.

Reading at home is an opportunity for parents/carers to support their child to develop fluent reading voice and confidence. It needs to be an enjoyable experience and is not a time for introducing new skills. It is the teacher's job to teach each child to read. The role of the parent is to listen, support and encourage.

Understanding what they have read is the most important part of reading for a child. A child may be able to read fluently, work out unknown words easily and pronounce all words correctly, yet they may be unable to answer questions about what they have read. After a child has read their book, the parent/carer is to ask them questions to clarify whether they have understood what they have been reading. For example, ask them what the text was about, how they think the characters may have felt etc. (Some more ideas are listed within the Home Reading Journal).

After reading, parents/carers are to assist their child to record their reading in their Home Reading Journal (Appendix 2).

RESPONSIBILITIES OF EMPLOYEES:

It is the teacher's responsibility to teach students strategies and skills to assist them to read. They do this by providing students with a variety of reading material, explicitly teaching reading and comprehension strategies and continually monitoring and assessing reading to plan for learning. Teachers will establish an in-class borrowing system for the Home Reading Program.

MONITORING AND PROCEDURES:

A home reader will be borrowed and sent home that is matched to each child's reading ability. It is a good idea for this text to be read more than once to assist them in developing fluency.

In situations where books are longer, students are to only return the book once it has been read. Only 1 reader is borrowed at any one time, so please ensure it is returned so that a new book may be borrowed. The success of the program is dependent on books being returned in a timely manner.

If children have finished their home readers, they are encouraged to select one of the following ways to read:

- Reread their home reader;
- Read a library book;
- Choose a book from home to read;
- Read newspaper/magazine articles;
- Read food packaging or other household texts;
- Read catalogues;
- Read signs or posters;
- Access and read, with parent support, online texts.

SPECIAL NOTES:

What if your child won't read?

If you are finding it difficult to encourage your child to read, begin by **reading to** your child. This helps to model good reading and also to build connections and expand comprehension. It also shows them that you value reading and books. You may then want to start **reading with** your child, where you read a line and then they copy, reducing the pressure of the 'tricky bits'. Then, when a book is **read by** your child, it allows them to practise being independent readers.

What if your child is fluent and independent?

Children who are beyond the decoding stage and can read independently, may wish to choose their own books to read which are not from the school home reading program. We encourage children to **want** to read and therefore we want them to choose books that interest them. This could be from the library or from a collection at home. It could even be online texts, comic books, magazines or information from a website. Variety in reading and quality books give children the opportunity to practice known words, be exposed to rich language and learn the patterns and structure of language.

Parents can still ask your child questions about what they have read, and their opinion about what they have read.

What if they read the same book?

Do not be concerned if your child is reading the same home reader for a number of days. It is important that children reread texts to develop natural rhythm, fluency and a clear reading voice.

Why shouldn't we compare children, teachers and classrooms?

Every child learns differently and at varied rates. This applies heavily to reading. Do not compare your child to others. As every child learns differently, there is a need for a range of teaching styles and strategies in every classroom.

No two teachers or classrooms are going to be exactly the same. Each teacher creates programs to cater for the needs of each individual in their classroom.

What if my child stays on the same level for a period of time?

Most children have times where they move up levels quickly and other times when they plateau for a while. This is normal as long as they are making progress and enjoying reading.

EVALUATION: This policy will be evaluated by the school annually. *Implementation – July 25, 2017.*



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