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BELLBIRD PUBLIC SCHOOL

*Inspirational ~ Nurturing ~ Unique*



2010

Home Reading Policy

***Principal ~ Bellbird Public School***

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Purpose

1. To develop and promote supportive links between the home and school to advance literacy skills.
2. Students will practise reading, develop confidence in their reading abilities and foster a love of reading within the home environment through a greater access to a wide variety of reading material.

Broad Guidelines

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

Plans for Implementation

Resources

1. Make resources available for home reading.

1. Stage teams to decide.
2. Resources could include:

Bellbird school library, school home reading library, texts levelled to student needs, Premier’s Reading Challenge, TABRAB reading books, Cessnock library books, magazines/newspapers, student self selected sources.

Record of Reading

1. Establish a class monitoring system for borrowing Home Reading resources.
2. Send a note home to establish parent responsibility for replacement of misplaced resources. (See Appendix 1)

Parent training

1. Parent Information workshop: to outline home reading process and strategies that may be used within each stage.
2. Stage Home Reading Parent Information letter to be sent home each term prior to starting program. (Appendix 2)
3. Invite parents to assist with changing home readers, based on stage needs.

Classroom Procedures

 Establish classroom routines that are consistent across the stage. (Appendix 3)

Evaluation

Stage teams will monitor the success of the program each term and advise Principal and parents of modifications.

School self evaluation team will evaluate the program annually.

Appendix 1

Bellbird Public School

Home Reading Program

Dear Parent/ Caregiver

Our Home Reading Program is an opportunity for students to improve their reading through parent involvement. The success of the program requires that students commit to the program each night during the week. i.e Monday - Thursday.

The program provides a variety of books for our students to take home for home use. As you can imagine we need lots of books to run this program and therefore we need to ensure that books are cared for and returned.

You will be sent a note to remind you if a book has not been returned so you can have a look for it at home. If the book has not been returned within two weeks you will receive another note informing you of the cost of replacement.

The cost of replacing damaged and misplaced/lost books must therefore be the responsibility of the child and ultimately the parent/caregiver.

After reading this note, please sign the slip below and return it to your child’s class teacher.

………………………………………………………………………………………

## Home Reading Contract

I do/do not want my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in class \_\_\_\_\_\_\_\_ to participate in the Home Reading program. I understand that my support will involve:

\* listening to my child read

\* signing their daily/weekly record sheet.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

………………………………………………………………………………………

## Replacement Agreement

I acknowledge that if my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ damages / loses a book, it is my responsibility to meet the cost of replacing the lost/damaged book.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Appendix 2A

Home Reading: Parent Information Letter

Stage 1

Dear Parent/Caregiver

Stage1 is participating in the school Home Reading Program.

It would be great if you or another adult could take 10 minutes each school night to listen to your child read out loud and register the details on the recording sheet.

The purpose of the reading together is to help your child enjoy reading and to associate reading with feelings of success, relaxation and security. It is important that children have regular reading practice of books at an “easy” level to ensure enjoyment and success. Your child should be able to read the book selected with very few errors and be able to understand what it is about with ease. They should practise being able to read fluently, which should in turn assist your child’s ability to understand what they read. It is also important to ask questions about what they are reading to help them build comprehension strategies.

Inside the plastic folder provided you will find:

A copy of a book

A sheet for recording the date, title, comments and pages read if a novel.

Information to help you develop their understanding of what they are reading

The plastic folder should be returned when your child is confident in reading the chosen text or at least weekly.

#### Reading strategies to use before “Sounding Out”

What can you do if your child comes to a word and gets stuck?

* Ask them to read to the end of the sentence.
* Do they know the word now?
* Does it make sense?
* Ask them to say what they think the word might be.
* No response?
* Ask them to look at the picture. Does that help?

If a child cannot respond at this stage then tell them the word and ask them to re-read the sentences. Don’t forget, the whole idea of reading is to get meaning. If a child has lost the flow of the passage because of a pause then you could re-read the last few sentences to get the meaning back.

You may not use all of these strategies at every reading; however it is important for your child to realise there are different strategies to use when reading a difficult word.

### Appendix 2B

Home Reading: Parent Information Letter

Stage 2

Dear Parent/Caregiver

This plastic sleeve contains a book chosen by your child to read at home and a sheet to record the book’s title, date, pages read and comment.

It would be great if you or another adult could take 10 minutes each school night to listen to your child read aloud.

The purpose of reading together is to help your child enjoy reading and to associate reading with feelings of success, relaxation and security.

### Getting started

* Establish a routine
* Include silent reading and reading aloud in each session
* Talk to your child about what they are reading before they start, (characters, plot, why they chose that book) etc.
* Be supportive and praise each achievement- enthusiasm, trying hard, guessing sensibly etc.
* When your child stops at an unfamiliar word, either say it and encourage them to continue, or urge them to guess the word from what would make sense in the sentence (don’t insist that they sound out every word)
* If your child cannot read the book they have chosen, read some of it to them and suggest that they select a different one tomorrow.
* Make the sessions enjoyable and rewarding for both of you.
* Occasionally read a story of your choice to your child or perhaps share a story you enjoyed as a child.

Please sign their sheet each night and write a comment if you wish.

Please contact your child’s teacher if you have any concerns at any time about the Home Reading Program.

With all children in the class reading individually, it would be great to involve parents in the home reading program by listening to the students read.

If you are able to assist in our classroom please contact your child’s teacher as your help would be most welcome.

Thank you for your continued interest and support.

### Appendix 2C

HOME READING: PARENT INFORMATION LETTER

STAGE 3

Dear Parent/Caregiver

This plastic sleeve contains a book chosen by your child to read at home and a sheet to record the book’s title, date, pages read and comment.

It would be great if you or another adult could take 10 minutes each school night to listen to your child read aloud.

The purpose of reading together is to help your child enjoy reading and to associate reading with feelings of success, relaxation and security.

### Getting started

* Establish a routine
* Include silent reading and reading aloud in each session
* Talk to your child about what they are reading before they start, (characters, plot, why they chose that book) etc.
* Be supportive and praise each achievement- enthusiasm, trying hard, guessing sensibly etc.
* When your child stops at an unfamiliar word, either say it and encourage them to continue, or urge them to guess the word from what would make sense in the sentence (don’t insist that they sound out every word)
* If your child cannot read the book they have chosen, read some of it to them and suggest that they select a different one tomorrow.
* Make the sessions enjoyable and rewarding for both of you.
* Occasionally read a story of your choice to your child or perhaps share a story you enjoyed as a child.

The book should be returned to school each day so you child can use the book for silent reading times.

TABRAB books can also be used as home readers.

Please sign their HRR Booklet each week and write a comment if you wish.

Please contact your child’s teacher if you have any concerns at any time about the Home Reading Program.

The Premiers Reading Challenge is compulsory for all stage 3 students. These books are also considered as home readers. Students may borrow from the Stage 2 or 3 list.

With all children in the class reading individually, it would be great to involve parents in the home reading program by listening to the students read.

If you are able to assist in our classroom please contact your child’s teacher as your help would be most welcome.

Thank you for your continued interest and support.

### Appendix 3

## Home Reading - Routines

##### Stage 1

1. Establish a set place to put books/folders first thing in the morning (tables in hallway).
2. Establish a routine for changing books during the morning literacy session and/or independent reading time.
3. Set up levelled borrowing boxes – tote trays – clearly label with level and box numbers. Assign students to appropriate borrowing boxes after assessment eg. PM Reading Recovery Levels.
4. Students get plastic sleeve.
5. Pair share reading of home reader with partner (vary partners teacher direction). i.e. high / low readers, equal ability, buddy.

1. Those without their folder get a book from shelf – one they have previously read.
2. Boxes placed around the room.
3. Students choose new book. Students bring old and new books to the teacher, or parent helper, or Stage 3 buddy. Books are signed off on students recording sheet by teacher, or parent helper, or Stage 3 buddy when the book has been completed.
4. Students then take new book to desk and records information such as title, date. Old book goes back to appropriate tub.
5. Students replace folder bags.

 Appendix 3A

Stage 2

1. Establish a set place to store reading bags on entry to class.
2. Change books at a set time each day (perhaps during silent reading time).
3. Ensure appropriate resources are available within the room covering a range of abilities – levelled texts for those who need them.
4. Children when selecting books need to be aware of ‘five finger’ rule (5 unknown works on first page – book too hard). Some teacher guidance may be necessary.
5. During set borrowing time those wishing to change their book, select a new book and take it to ‘book monitors’ or parent helper to have borrowing/returns registered against their name on student card.
6. Book information i.e. Date, Title and signature to be recorded on borrowing card before placing reading record book and borrowed book in book bag. Teacher models recording for students prior to borrowing.
7. Parents read with children at home and sign the record book at the end of each reading session.
8. Students return books promptly after reading. Students are to bring books to school daily for Silent Reading.
9. Return book bags to designated spot until home time.
10. Certificates are given on a regular basis as students reach their individual goals – to be placed in Award books.
11. Number of books read by each child to be monitored by teacher on a term basis through teacher records or wall chart.

Appendix 3B

##### Stage 3

1. Change books at a set time each day (perhaps silent reading time).
2. Ensure appropriate resources are available within the room covering a range of abilities – levelled texts for those who need them.
3. Children when selecting books need to be aware of ‘five finger’ rule (5 unknown words on first page – book too hard). Some teacher guidance may be necessary.
4. During silent Reading time those wishing to change their book, select a new book and take it to ‘book monitors’ or parent helper to have borrowing/returns registered against their name on student card.
5. Book information i.e. Date, Author, Title/signature to be recorded on chart for Take Home Reading Card. Teacher models recording for students prior to borrowing.
6. Parents read with children at home and sign the recording sheet at the end of each reading session.
7. Students return books promptly after reading. Students are to bring books to school daily for Silent Reading.
8. Students may be involved in pair/share book report with a buddy or designated partner.
9. Certificates/Awards are given on a regular basis as students reach their individual goals – to be placed in Award books.