



SOUTH PADBURY
PRIMARY SCHOOL
Pursuit of Knowledge and Friendship

South Padbury Primary School Parent Home Reading Information

Find 15 Everyday!

South Padbury Primary School asks students to find 15 minutes every day to read and grow.



Why Read at Home?

Providing children with opportunities to read, or listen to stories, is so important, and reaching 15 minutes a day book time is crucial to building better readers.

For developing readers we know that kids need to read a lot, kids need books they can read, kids need to learn to read fluently and kids need to develop thoughtful literacy.

The aim of reading to children from birth is to encourage brain connections that support their later reading development and academic ability. Lap reading supports positive relationships with learning and strengthens brain development. Reading poetry, nursery rhymes, stories and tongue twisters stimulates every part of the brain to make reading connections.

The aim of listening to students read is to provide additional opportunities for our students to build their reading confidence and reading fluency with books that they can read with 90-100% accuracy. The aim is to encourage automatic word recognition and move those words to long term memory, which in turn makes comprehension easier. This process requires practice, practice and more practice of the same text over the school week.

Ensuring your children continue to learn and practice their reading skills, means you are supporting their brain development, future educational outcomes and 'Being the Change' for our community.

Benefits of a Repeated Oral Reading and a Home Reading Routine

A re-reading routine is incredibly beneficial for teaching kids those all-important high frequency words. Repeated reading has a string of positive effects on reading achievement, fluency and reading comprehension.

The main benefits of a repeated reading routine are:

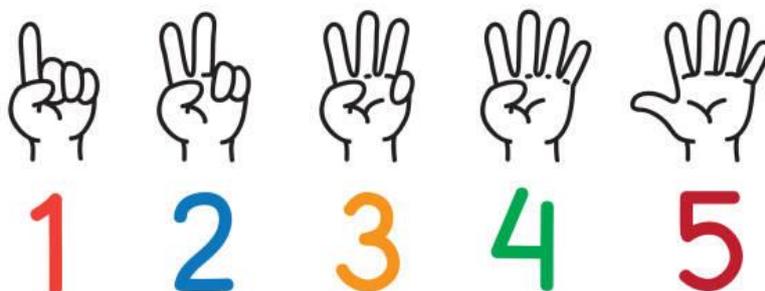
- Improves word identification
- Increases reading fluency
- Develops decoding skills
- Helps students gain confidence
- Improves reading comprehension

Repeated oral daily reading gives kids the confidence and motivation to read fluently and process words automatically. Research shows that repeated oral reading paired with guidance and feedback from peers, parents, or teachers is effective in improving a variety of reading skills. According to the *U.S. National Reading Panel Report*, re-reading helps improve students' overall reading ability and makes words "stick."

Five Finger Method for Choosing a 'Just Right' Book for Independent Reading

Children can use this themselves to decide if a book is too hard to read.

- Children can open the book at any page
- Begin reading, holding up one hand
- When they come to a word they cannot read, they put one finger down
- If all fingers are down before the end of the page, the book is too hard to read independently



Some Tips for Home Reading

Establish a home reading routine. Read aloud to or with your children every day. Fifteen minutes for each child. If you lack confidence in reading aloud, the fact that you are reading with your child is what matters. Talk about the illustrations and contribute where you can. Giving everything a name (labelling) pictures in books helps reading development. Share your excitement for reading and this will be the model your child will adopt.

The reader holds the book!

During home reading time, turn off electronic devices and give each child fifteen minutes of your undivided attention.

Before you read a book, set your child up for success. Reading is not a test! Reading time is only fifteen minutes so do some of the following: Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. If the book is already a familiar one, then this step is unnecessary. If you are confident, use pause-prompt and praise where needed for unknown words when the child is reading. Explain the meaning of any difficult words or words you think they may not have heard before.

If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree or take the books to the local coffee shop. Physical closeness or contact while reading to your child enhances the experience and releases feel good chemicals in their brain.

Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 15 minutes than a laborious 30 minutes where everyone is left feeling frustrated.

At the end of the 15 minutes, you may ask questions that encourage oral language, for example: What was your favourite part? Tell me about the characters. What do you think will happen next? What did you think about that setting? What do you like/ dislike about this book? Make it a conversation.

What Do I Do When My Child Doesn't Know a Word While Reading? Pause-Prompt-Praise Strategy for Unknown Words When Children Are Reading Books

Pause for 3 seconds when errors are made to give the child a chance to self-correct.

Prompt when the child doesn't self-correct. Model how to segment the words into the letters or letter groups that go with each sound as you sound out the word.

Move your finger along the word as you pronounce the sounds each letter or letter group makes. Then blend (or put together) the sounds as you move your finger along the word in a quicker motion.

Example 1:

Child: "The quick brown fox j...." (2-3 seconds)

Parent: "j-u-m-p-s, jumps"

Example 2:

Child: "The boys said ..." (2-3 seconds)

Parent: "th-a-n-k, thank"

Prompting can also include:

- Identifying the first sounds and encouraging the child to sound-oy the rest of the word
- Helping the child to break-up the word into its syllables
- Providing the word to assist reading fluency

Use your finger to cover each chunk as you pronounce the syllables.

Praise the child's attempts at reading. Use encouraging words when they have a go at a difficult word, have no or few errors, reads fluently, finish the page or the sentence, or put in a lot of effort

A Starting Guide of Stories to Read to Young Children

The Very Hungry Caterpillar by Eric Carle
Possum Magic by Mem Fox
Grug by Ted Prior
The Gruffalo by Julia Donaldson
Where is the Green Sheep? by Mem Fox
Hairy Maclary from Donaldson's Dairy by Lynley Dodd
We're going on a Bear Hunt by Michael Rosen
Very Cranky Bear by Nick Bland
Room on the Broom by Julia Donaldson
Wombat Stew by Marcia Vaughan
Where The Wild Things Are by Maurice Sendak
Wonky Donkey by Craig Smith
Thelma the Unicorn by Aaron Blabey
Green Eggs and Ham by Dr Seuss
Oh the Places You'll Go! by Dr Seuss
Piranhas Don't Eat Bananas by Aaron Blabey
Dear Zoo by Rod Campbell
Each Peach Pear Plum by Allan Ahlberg and Janet Ahlberg
Who Sank The Boat? by Pamela Allen
The Cat in The Hat by Dr Seuss
Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury
Magic Beach by Alison Lester

Reading with Young Children Australian Children's Author Mem Fox's Ten Read Aloud Commandments www.memfox.com

1. Spend at least ten wildly happy minutes every single day reading aloud.
2. Read at least three stories a day: it may be the same story three times. Children need to hear a thousand stories before they can begin to learn to read.
3. Read aloud with animation. Listen to your own voice and don't be dull, or flat, or boring. Hang loose and be loud, have fun and laugh a lot.
4. Read with joy and enjoyment: real enjoyment for yourself and great joy for the listeners.
5. Read the stories that the kids love, over and over and over again, and always read in the same 'tune' for each book: i.e. with the same intonations on each page, each time.
6. Let children hear lots of language by talking to them constantly about the pictures, or anything else connected to the book; or sing any old song that you can remember; or say nursery rhymes in a bouncy way; or be noisy together doing clapping games.
7. Look for rhyme, rhythm or repetition in books for young children, and make sure the books are really short.
8. Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and finding the letters that start the child's name and yours, remembering that it's never work, it's always a fabulous game.
9. Never ever teach reading, or get tense around books.
10. Please read aloud every day, mums and dads, because you just love being with your child, not because it's the right thing to do.

Never Stop Reading

Building a love of reading for parents of children aged 8 to 12 years old.

Reading is a skill that is learnt, and needs to be practised. As a parent, you can support your child by helping them read at home. Research shows that reading aloud improves children's knowledge and vocabulary, as well as their writing and comprehension. By listening to their children read aloud, families are supporting their children's learning, and increasing their confidence and sense of security. Reading to, and with children, also has social and emotional benefits – promoting a positive mood and sense of wellbeing.

Here are some great ideas for reading at home as a family:

- Have a special place at home to keep books and other reading materials.
- Encourage your child to choose what they would like to read. Be positive about their choices.
- Let your child see you reading – for enjoyment and to learning
- Share your reading choices with your child and tell them why you have chosen a particular book or article; what you are reading and what it is making you think about.
- Encourage your child to set aside a regular time for reading each day. Model this yourself so your child sees you as a reader.
- Be interested in what your child is reading
- Visit the local library regularly so your child can browse the huge range of reading materials, and ask the librarian for recommendations.
- Encourage your child to find things to read about their favourite topics. Explore together different formats such as audio books and graphic novels.
- Try out books in a series. If your child gets 'hooked' by the first book, they are more likely to continue reading the series.
- Buy books as gifts.
- Ask others about what they are reading.

A Starting Guide of Stories (Compiled by the State Library of Western Australia).

Fantasy

Eve and the Runaway Unicorn by Jess Black Series: Keeper of the Crystals

Knight Quest by Chris Blake Series: Time Hunters

How to Train Your Dragon by Cressida Cowell Series: How to Train Your Dragon

Once Tashi Met a Dragon by Anna Fienberg Series: Tashi

Kumiko and the Dragon by Briony Stewart

Funny Stories

The Legend of Spud Murphy by Eoin Colfer

Gasp! Zap! Splat! By Terry Denton Series: Gasp!

WeirDo by Anh Do

The 13-Storey Treehouse by Andy Griffiths Series: Treehouse

The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka

Mystery

Zac Blasts Off by H I Larry Series: Zac Power Spy Recruit

The Race by Susannah McFarlane Series: EJ Spy School

Super Sleuth by Jane O'Connor Series: Nancy Clancy

Strawberry Thief by Sally Rippin Series: Billie B Mysteries

Kizmet and the Case of the Tassie Tiger by Frank Woodley Series: Kizmet

Spooky

My Dead Bunny by Sigi Cohen

Freak Street: Meet the Aliensons by Knife & Packer Series: Freak Street

Bella and the Wandering House by Meg McKinlay

The Worst Witch by Jill Murphy Monsters and Other Creepy Things by Michael Salmon

Adventure

Remote Rescue by George Ivanoff Series: RFDS Adventures

Cyclone Fever by Sally Morgan Series: Mates

The Great Cheese Robbery by Chris Mould Series: Pocket Pirates

The Crazy Cousins by Sally Rippin Series: Hey Jack

Online Reading Resources for Parents

Search the Following Sites

[Effective, evidence-based reading resources - Five from Five](#)

[- Tiny Steps Make Big Strides](#)

[Reading Rockets | Launching Young Readers](#)

[Online Resources for Parents \(speldsa.org.au\)](#)

[DSF - Resources for Families](#)

[Before school - Department of Education](#)

[For families \(literacyhub.edu.au\)](#)

[Department of Education WA - Department of Education](#) search never stop reading

[Primary School Literacy Resources | PLD-Literacy](#)

[For families \(literacyhub.edu.au\)](#)

Recommended Books for kids

[Recommended picture books to read to 3 year olds \(pld-literacy.org\)](#)

[Recommended Picture Books to Read to 4 Year Olds \(pld-literacy.org\)](#)

[Recommended picture books to read to 5 year olds \(pld-literacy.org\)](#)

[Recommended picture books to read to 6, 7 & 8 year olds \(pld-literacy.org\)](#)

[Recommended picture books to read 8 & 9 year olds \(pld-literacy.org\)](#)

[Recommended picture books to read to 9, 10, 11 & 12 year olds \(pld-literacy.org\)](#)





Home Reading Continuum

Early Childhood	Beginning Reading	Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Oral language focus</p> <p>Mixture of picture books and non-fiction with lots of photographs</p> <p>Read to in a shared experience at least 6 times a week</p> <p>Discuss topics and themes together</p>	<p>Oral language and decoding focus</p> <p>Driven by interest and reading readiness</p> <p>Mixture of picture books, non-fiction and decodable readers</p> <p>Read by caregiver or child in shared experience at least six times a week</p> <p>Discuss topics and themes together</p>	<p>Oral language and decoding focus</p> <p>Driven by interest and letter awareness</p> <p>Mixture of literature, decodable readers and home reader books</p> <p>Read by caregiver or child in shared experience at least six times a week</p> <p>Discuss insights and unfamiliar vocabulary together</p>	<p>Oral language, vocabulary and fluency focus</p> <p>Mixture of literature, decodable readers and home reader books</p> <p>Read by caregiver or child in shared experience at least six times a week</p> <p>Discuss insights and unfamiliar vocabulary together</p>	<p>Oral language, vocabulary and fluency focus</p> <p>Mixture of literature and home reader books</p> <p>Read by caregiver or child in shared or independent experience</p> <p>Read at least 15 minutes daily</p> <p>Read out aloud for an additional 10 minutes</p> <p>Discuss insights and unfamiliar vocabulary together</p>	<p>Oral language, vocabulary and fluency focus</p> <p>Texts based on interest or learning</p> <p>Read by caregiver or child in shared or independent experience</p> <p>Read at least 15 minutes daily</p> <p>Read out aloud for an additional 10 minutes</p> <p>Discuss insights and unfamiliar vocabulary together</p>