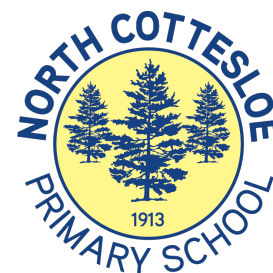


Consistent and Connected Practice

Year 1 and 2

Home Reading



<p><u>Year 1 Home Reading Program</u></p> <ul style="list-style-type: none"> Teachers use PM and Dandelion Decodable Running Records to ascertain what level is appropriate for each student. All students record their nightly reading through a <i>Reading Diary</i>. This comprises of Date, Title of book, and acknowledgement of reading by parents. Acknowledgement of student use of the <i>Reading Diary</i>; child chooses a sticker after every 25 nights of reading. Class teachers have the option to use a class based engagement system as desired. 			
<p><u>Term 1</u> Students are assigned either a decodable or vocabulary-controlled reader, according to their handover data from PP. Teachers change the books for each child on a Monday and are giving each child 2 books to read each week.</p>	<p><u>Term 2</u> Books continue to be changed over each Monday by the teacher. Students are encouraged to seek out the teacher to change them at point of need during the week.</p>	<p><u>Term 3</u> New books are issued on Mondays. Some students change their books at point of need independently, and this is overseen by the teacher.</p>	<p><u>Term 4</u> Most students to independently change their books at point of need. Students changing their books is monitored by the teacher.</p>
<p><u>Year 2 Home Reading Program</u></p> <ul style="list-style-type: none"> Teachers use PM and some Dandelion Decodable Running Records to ascertain what level is appropriate for the student. All students record their nightly reading through a <i>Reading Diary</i>. This comprises of date, title of book, and acknowledgement [signature by parent] to confirm fifteen minutes of reading [ref NCPS Homework Guidelines]. Once the students have achieved approximately PM16, the students can choose their own home reader, either sourced from home or from their selection of books from the library. These students will still have the opportunity to select books from their group's levelled book basket. Acknowledgement of student use of the <i>Reading Diary</i>; child chooses a sticker after every 25 nights of reading. Class teachers have the option to use a class based engagement system as desired. 			
<p><u>Term 1</u> Students are assigned either a decodable or vocabulary-controlled reader, according to their handover data from Year 1. Teachers change the books for each child on a Monday in Term 1 and assign enough reading to last each student for the week.</p>	<p><u>Term 2</u> Books are changed over by students each Monday, under the supervision of the teacher and students are encouraged to change books at point of need during the week.</p>	<p><u>Term 3</u> Students change their books over each week from their group basket. Teachers will monitor each week, that student reading books have been changed in class, or sourced from the library, or from home.</p>	<p><u>Term 4</u> Students change their books over each week from their group basket. Teachers will monitor each week, that student reading books have been changed in class, or sourced from the library, or from home.</p>

READING: LEARNING AT HOME

YEARS 1 AND 2

Early readers

At this stage, children are able to read familiar texts. When they read new texts, they may read slowly and deliberately as they focus on each word, trying to read exactly what is on the page. Your children may also begin to tell you what they think about the things they have read and why they think it.

You can support your children by:

- reading to them often and encouraging them to talk about the story
- encouraging them to express opinions about the things they read
- pointing out and talking about common words

It's really important to give your children lots of praise when they are learning to read. Avoid criticising if they get something wrong, even if it seems easy to you. Some children need lots of practise and encouragement.

- encouraging them to try different ways to work out a word they don't know such as sounding out the word, using picture clues and other clues you give them, reading the sentence again, and reading on to the end of the sentence
- asking them about why they think something happened in a story, and why they think a character said or did something
- encouraging them to talk about how they worked out a word they didn't know
- writing notes on a message board for them to read and encouraging them to leave notes too.



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