



Hume Public School Home Reading Policy

Rationale

At Hume Public School, we believe that the ability to read is fundamental to our student's development as independent learners and to the learning that occurs during people's lives beyond school. Reading also offers opportunity for leisure and relaxation. We see the experience of reading at home as providing:

- a positive link between home and school
- a form of learning as well as relaxation
- an opportunity for parents/carers to connect with their children through books
- a chance to strengthen spelling as words are both read or read to by another reader
- a chance to develop a good 'habit' that may remain with children throughout their lives

Home Reading Procedures

Students are provided with a plastic envelope in which to transition home reading materials between school and home. They are also provided with a Home Reading logbook to record and reflect on their reading experiences. The Home Reading log book provides an opportunity for students and their teacher to celebrate home reading commitment with stickers to acknowledge both regular home reading and home reading milestones.

Early Stage 1/Stage 1/Support Unit

On Monday of each week students take home 2-4 levelled texts that are two or three levels below their classroom instructional level. These books are selected by staff to ensure that the strategies the student requires to read are known and familiar strategies that have been previously taught through explicit classroom instruction.

Texts selected for home reading should provide students the opportunity to develop fluency and confidence when reading.

The expectation is that books are returned on Thursday or Friday each week to permit teachers to exchange readers in preparation for the following week. At this time teachers will check student reading logs to determine frequency of reading at home and positively acknowledge individual commitment and achievement of home reading milestones.

To support students that may not be supported in their reading at home, School Learning Support Officers (SLSO's) undertake the 'Five for Five' reading program within the classroom learning space. In this program, SLSO's read with five students each day, for 5 minutes from a familiar text.

SLSO's are provided with stem comprehension questions to support students in comprehending their text and understanding that the purpose of reading is to draw meaning from a text.

Stage 2/Stage 3

Students of independent reading capacity will borrow 2 high interest texts from the school library. The selection of these texts is supervised by the student's teacher who determines that the text is a 'good fit' book that the student can easily read, and which may promote enjoyment and comprehension.



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Students who are still learning to read may be directed to select levelled readers or high interest library books that their teacher has assisted them to select. One text is sent home in the plastic envelope provided for home reading purposes. The expectation is that books are returned on Thursday or Friday each week to permit teachers the opportunity to check Home Reading Logbooks to determine frequency of reading at home and positively acknowledge individual commitment and achievement of home reading milestones.

Due to the varying length of selected texts, students may keep the same text for several weeks.

The second text is kept in the student's class tote tray for the purposes of familiar reading as part of the literacy block, or to be used in conjunction with the 'Five for Five' reading program. In this program, SLSO's read with five students each day, for 5 minutes from their familiar text. Students from all reading abilities are included in this program.

SLSO's are provided with stem comprehension questions to support students in comprehending their text, using both literal and inferential questions to promote understanding.

Expectations of Students

- To take responsibility for transitioning home learning materials between school and home, weekly
- To care and show respect for home reading texts
- To complete their Reading Log (in line with student capacity)

Expectations of Teachers

- To foster a love of reading
- To promote positive connections between school and home
- To suspend judgement of students who may not be supported in establishing a home reading habit
- To encourage and support children and parents/carers who have difficulties establishing a home reading habit
- To celebrate achievements and share student's enjoyment of reading
- To offer advice/ guidance and support where necessary

Home Reading Resources

- Levelled PM and other high interest readers (level 1 – 30)
- Teacher supervision of 'good fit' non-levelled high interest books borrowed from the school library
- NAPLAN Reading materials
- Reading Logs and Diaries
- Reading Eggs, school subscription