All children from Kindergarten to Year 2 require a special home reading bag and are encouraged to borrow a book every day. The main aim of home reading is to practise reading for fluency and accuracy and also to develop enjoyment in reading independently.

**Book Levels**

- At Canterbury we group our books into Emergent, Beginner and Fluent Levels.
- These levels follow the Reading Recovery levels but are broader (each group covers several Reading Recovery levels).
- Emergent reader E1 and E2 (RR 1-3) are short repetitive texts with much of the meaning in the pictures.
- Beginning readers B1 - B4 (RR 4-11) have texts that match the pictures, but they become longer and require several strategies to work out unknown words. These strategies include reading for meaning, letter and sound knowledge and picture cues. Many children spend more time at the B3/B4 level as there is less support from pictures and children must rely on other strategies. Most children should reach the B4 level by the end of Year 1.
- Fluent readers F1-F3 (RR 12-20) are books which have fewer pictures and increasing text. Readers will be applying a range of strategies to get meaning from the text. Reading should be fluent and phrased as this is an indicator of comprehension. Most children should reach F3 by the end of Year 2.
- Extension readers (RR 21-30) cover a wide range of texts that cater up to the reading ages of 11-12 years. We try to offer a variety of texts to cater for children of different ages and interests.

**How do children progress?**

Teachers listen to children read across all subjects during the day. They have a good idea of what children can read and also what they can comprehend. They track each child’s progress and move him/her to the next level when appropriate.

Parents sometimes worry that their child has been on the same level for a long time. Remember that a reading level actually covers several Reading Recovery levels. For example, F1 covers levels 12, 13 and 14, which is equivalent to 6-12 months in reading age.

It is very important for children to read widely and discuss a variety of texts at each level. They should be fluent and expressive before moving to the next reading level.

The main function of home reading is to practise strategies and develop fluency and accuracy. It should be fun and relaxing.
Read with your child every day – away from distractions like the television.

Before reading, talk about the book. Look at the cover and the title. What could it possibly be about? Have a conversation that may link the book to your child’s knowledge about the book. Glance through the book and look at the pictures. Predict some things that may occur or include some of the tricky words that may be in the text in your conversation. This will help your child when reading.

If it is appropriate, stop during the reading and talk about what has happened and what might happen next.

After reading, share a conversation about the book. Was there something unexpected? Who was their favourite character? What do you think will happen to the character now? Why did the illustrator draw the picture like that?

These strategies will ensure your child is developing skills to critically analyse and comprehend texts.

While reading, use the three Ps – **Pause, Prompt, Praise.**

**PAUSE** - Allow plenty of time for the reader to work it out.

**PROMPT** - If your child makes an error, wait until the end of the sentence to see if they realise it doesn’t make sense. If your child does not self-correct their error, then prompt by saying “does that make sense?” and encourage him/her to re-read the sentence. You can prompt for meaning or encourage them to use their letter-sound knowledge.

**PRAISE** - Always be positive about your child’s attempts to decode.

If necessary, tell your child the word so the meaning of the text is maintained. Spending too much time on the one word can result in the meaning of the sentence being lost. However, ensure that you give your child ample time to apply reading strategies to the word before giving it to them.

**DISCUSSION IS THE MOST IMPORTANT THING**

The most important thing is to TALK about texts. Comprehension is enhanced by discussion. Whether it is a book, cartoon, movie, television show or a sign, by discussing things together you are helping your child develop their thinking skills and vocabulary.

*Remember, the better we are at reading, the easier life is. Share a book today!*