

**Ashburton
Borough School**
Incorporating Lagmhor



**Literacy Assistance Programme
(LAP)**

**Home Reading Log
& Communication Book**

Student

Room

Tutor



A Guide for Parents

Using this book

This book is designed to be used by the parent, student and reading tutor. The book should accompany a student's reading material to and from school for home reading.

The purpose of this book is to;

- Encourage regular reading habits
- Monitor reading frequency
- Provide communication between parents, student and tutor
- Provide a variety of reading ideas for parents
- Motivate the student to read frequently

The book should be used to record;

- Reading that occurs due to school work (eg take home reading)
- Recreational reading (books, newspapers, internet etc)

This book should be used as a record of what is read throughout each week.

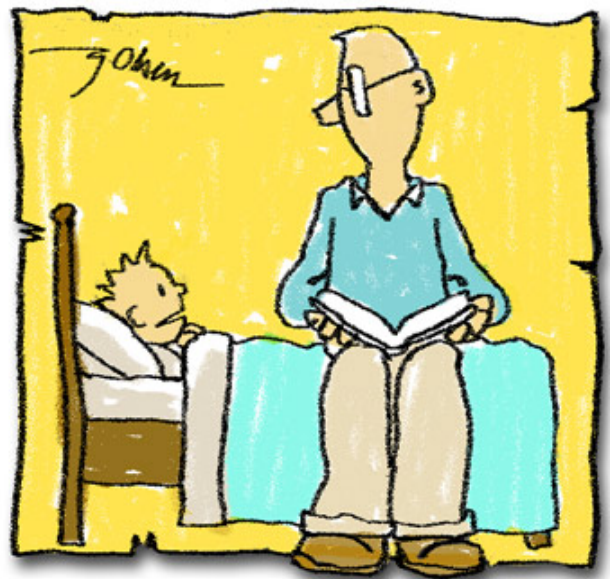
Participating in reading

Your child does not always have to be the reader to participate in reading.

Reading activities could be;

- Reading **with** your child (taking turns)
- Reading **to** your child
- Your child reading **independently** (aloud or silently)
- Your child making up or **predicting** the story

These variations could be noted in the "comments" section.



"You know, Dad, you do a darn good job. You should let me record you sometime, and I'll podcast you on my website. Just a thought."

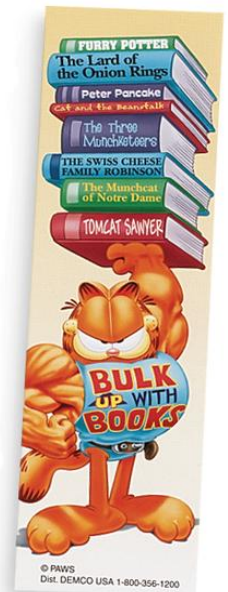
Reading Tips for Parents

Prepare by setting the scene for a new book

Be Patient.

Take the time to discuss the book before launching into reading.

- 👉 Encourage your child to guess what the story is about. This generates interest by looking at the illustrations and encourages children to think and use prior knowledge to make predictions.
- 👉 Praise your child when an idea or word is used during your discussion that you know will come up in the story. Also use some of these key words yourself during the discussion to add to your child's vocabulary bank.
- 👉 Ask questions like;
 - What can you tell about the story from the picture?
 - What do you think will happen at the end of the story?
- 👉 Discuss aspects of the book such as;
 - “Who wrote this book?”
 - “Who did the illustrations in this book?”
- 👉 Setting the scene is important to generate interest and knowledge.
- 👉 It is not necessary to read the whole book but choose a good section to read to, like the end of a chapter, then the next night you will have built some anticipation.



Always keep in mind; home reading should be a pleasurable experience.

PAUSE..... PROMPT..... PRAISE

- 👍 When your child makes a mistake or has trouble working out an unknown word, **PAUSE** for 5-10 seconds, give them time to work it out before you help.
- 👍 When you have given them enough time to think about and try to solve the mistake or work out the unknown word **PROMPT**, by asking
 - “What would fit here?”
 - “Look at the letters – what sound do they make?”
 - “Did that sentence make sense / sound right?”
- 👍 Even if they cannot solve the mistake or unknown word **PRAISE** them for trying to work it out, then tell them.



The three key questions:

- ✓ Does it make sense?
- ✓ Does it look right?
- ✓ Does it sound right?

Praise

Encouraging your child is one of the most important things you can do!

Examples like the following could be used;

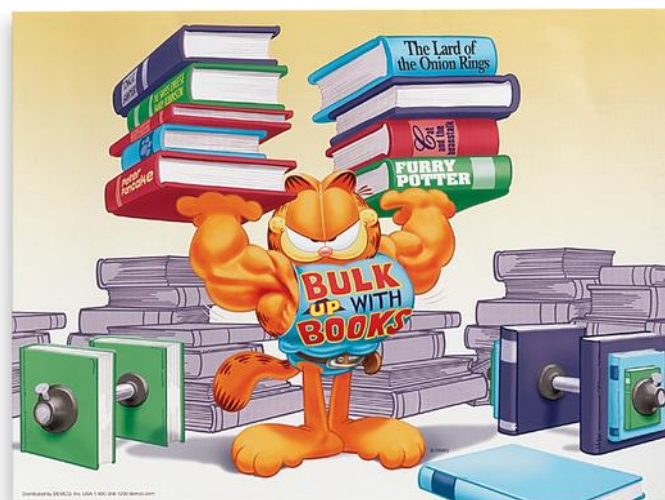
- 👍 You worked very hard on that word.
- 👍 That was fun.
- 👍 Great idea!
- 👍 You really seemed to enjoy that.
- 👍 I can tell you are really pleased with your reading.
- 👍 That's a tricky word but I'm sure that you can work it out.
- 👍 That was a great question! I can see that you really thought about it before asking me.
- 👍 You're improving in
- 👍 Look at the progress you have made in
- 👍 I really appreciate you being ready for reading and the way you are so enthusiastic.

**Encouragement
is the best reward you can
give!**



Prompt to solve errors & unknown words

- 👍 If the error makes sense, let your child read to the end of the sentence, praise the reading then go back and say “This bit made sense but is that what this word says?”
- 👍 If the error does not make sense, lead your child to correct the mistake by allowing time to self correct.
- 👍 Reread what your child has said and ask, “Does that bit sound right? Does it make sense?” then your child can reread to get the meaning correct.
- 👍 Finally, if the meaning is not clear, look at the visual cues in the word and find familiar sounds such as ‘s’ at the beginning and ‘ing’ at the end to help your child work it out phonetically.
- 👍 If it is still not clear tell your child what the word is, looking at the sounds in the word, and the meaning in the sentence.
- 👍 Don’t let your child read on without solving the mistake as this will mean that they do not take the full meaning from the text.



Probe to increase understanding

One way of helping your child to understand what they are reading or listening to, is to discuss, predict, ask questions and retell or summarise the reading material, or get your child to ask you questions about the text.

1. Before reading takes place ask your child to think of one question to ask you afterwards.
2. Your child listens or reads (silently or out loud) thinking about a good question to ask.
3. When reading is finished your child asks their question and you have a discussion about your answer.
4. You could also ask a question of your child.



Quality questioning

Aim for open ended questions that do not have a yes or no answer. Direct questions focus on answers that are in the text.

Ie Q What did Lucy have for her lunch?

A Lucy had an apple, orange and sandwiches.

Inferential “I think” questions do not have an answer in the text requiring the reader to think about and offer an opinion, which requires deeper understanding of what was read. There is no right or wrong answer.

Ie Q Why do you think the boy was feeling scared and lonely?

A I think that he was scared because he hadn't experienced

Comprehension / understanding what is read is a vital element of reading effectively. Questioning is a way to improve comprehension and to monitor a child's understanding.

Practise – Some suggestions

**School teaches the skills,
everyday life provides the practise.**

Books – Fiction / Non fiction

Read me your favourite part of this book.

Look up a frogs diet and tell me about what they eat.

Newspapers

What is on today at the movies? What's today's weather like?

Read me the National News headlines.

TV Guide

Find me two shows you want to watch tonight and tell me what it says about them.

Magazines / Comics

Read me the funniest part and tell me why you like it

Homework

Read me out the instructions on your homework sheet.

Shopping List

What have we written down on the shopping list? Can you think of anything else we need?

Food packets/Recipes

How do we prepare it? How long do we have to cook it for?

Internet sites / CDROM's / Computer games

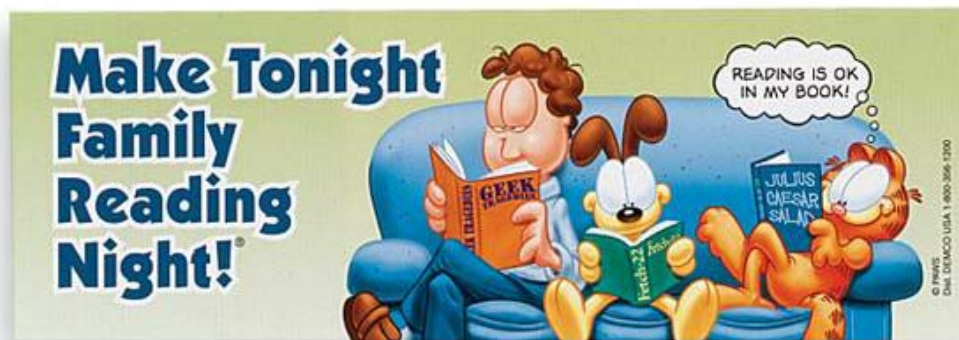
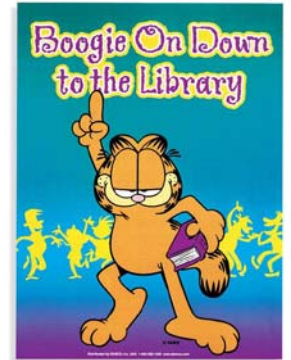
Read the news, instructions, information

Timetables

When does the bus leave and how long does it take to get there?

Provide a Literate Environment

- ☺ Let your child know that you enjoy reading with them.
- ☺ Be seen as a reader yourself.
- ☺ Make listening to reading a special time.
- ☺ Give books as presents and build up a special collection of favourites for your child's bookshelf.
- ☺ Encourage your child to make use of the local and school libraries. Become a member of the public library (they have great children's section) and make regular trips so your children can select neat books to share.
- ☺ Encourage other family members (big brothers and sisters, Aunts and Poppa) to join in the reading time so that your child reads with a variety of people who are all being reading role models.



To Summarise

The ways to help a child read;

Prepare
Praise
Pause
Prompt
Probe
Practise

Provide a literate environment

And talk with your child;

Discuss
Question
Predict
Debate
Explain
Retell

Oral language is the basis of reading and writing.

Always keep in mind; home reading should be a pleasurable experience.

Filling out the log

1. Include a date for each day
2. Record the title of the reading material
3. Indicate by drawing a smiley face or commenting, what you thought of the book, how well it was read or other relevant comments.

Comment

1. A brief comment each night your child has been reading gives the tutor feedback on the book selected. This comment can be written by your child or yourself.
2. Some examples of comments are;
 - We read this book by taking turns.
 - I read this book silently by myself.
 - John asked some really clever questions.
 - I found this book hard.
 - This book was very interesting / not interesting

For your child to do

Your child has the option of showing what they felt about the reading they have done by drawing a smiley face. (choice for young students)

Draw a face;

☺ great

☹ ok

☹ not wonderful - hmmm

to show how much they liked the reading material.

Progress (at the bottom of the page)

This space can be used for comments from parents, student, reading tutor or class teacher to periodically provide opportunity for feedback on reading.

