

Home Reading Policy



**Wellard
Village**

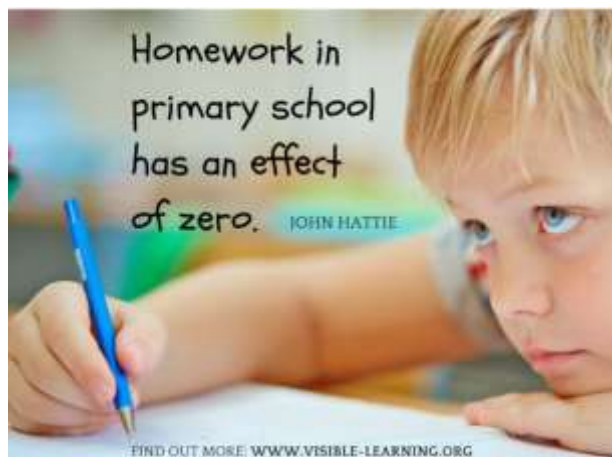
PRIMARY SCHOOL

Wellard Village Primary School Home Reading Policy

Purpose

This policy is to inform the Wellard Village parent and carer community on our position to homework at our school.

Research shows that homework has minimal impact on the academic achievement of primary aged students. John Hattie's 'Influences and Effect Sizes Related to Student Achievement' research identified that homework has a low effect on student achievement at a primary school level. However, research also indicates the value of being a proficient reader, therefore, we encourage all students to read at home and, where possible, with parents.



We value the time that families spend together after school going to the park, playing games at home, going to sports/ dance/music practice, and so have chosen to keep homework to a minimum by focusing on something that is going to make a difference, **reading**.

This policy has been developed in consultation with the WVPS School Board. Any review or future changes will be made with the approval of the WVPS School Board.

Kindergarten Home Reading

Kindergarten students will commence an oral language-based home reading program in Term Two of the school year. This program is designed to be an interactive and engaging session for about 15 minutes each night with a family member. The students will bring home a book with a set of comprehension questions. The comprehension questions are based on the Marion Blank model of questioning, otherwise known as "Blank level questions" (see the end of the policy for a copy). The children will have the book for a period of a week and the children will be encouraged to do repeated readings of the same text to build their ability to respond to the comprehension questions over time. The children will also be encouraged to orally retell the story from the pictures in the book.

Home reading diaries

To encourage a love of reading our school will be utilising the Kluwell Home Reading Diaries and a school-based reading rewards program. Home reading diaries will be used from Pre-Primary to Year 6. Children in Pre-Primary to Year 2 will be provided with home readers that align with the phoneme-grapheme correspondences that the children have learnt (otherwise known as code knowledge). Our school utilises Sounds-Write to teach children synthetic phonics, and decodable readers will be used for children to practice their blending and segmenting skills. The purpose of home reading in these year levels is to develop fluency. Please see some important information below on fluency.

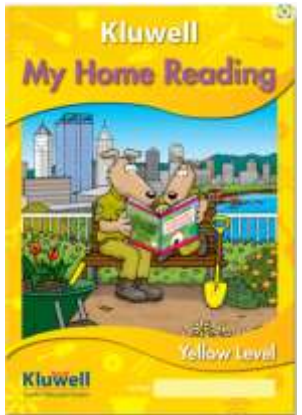


- Fluency is a pre-requisite for comprehension; that is the purpose of all reading.
- Fluent reading is defined as "accurate reading of connected text, at a conversational rate with appropriate prosody", in other words reading involves **accuracy, automaticity and prosody**.
- **Accuracy**- the ability to decode written words without error.
- **Automaticity**- the ability to read quickly with relative ease.
- **Prosody**- is the ability to read in a way that mirrors the sounds of natural spoken language. This includes intonation (rise and fall in tone), stress (prominence given to syllables, words, or phrases) and rhythm.

Children in Years 3-6 will utilise 2 library books per week for home reading. Children who are not yet fluent readers in Year 3 will be provided with home readers that are aligned to their code knowledge.

No child is ever too old to be read to!

Reading Rewards

- Can be collected from the library before school, during the first play break or during children's library time, after the teacher has signed their diary. Rewards are not to be collected during instructional time.

Kluwell Home Reading Diary	Key Information
	<p>Year Levels: Pre-Primary, Year 1 and Year 2</p> <p>Time spent reading each day/night: 15 minutes</p> <p>Student/ Parent/Carer Responsibility:</p> <ul style="list-style-type: none"> • Students and families participate in reading together. • Parents/carers are to record achievement by filling out a daily account and track the number of days of reading. • Students can draw in the blank faces to express how they feel about their reading. • Parents/ carers can write comments and feedback about the child's reading. <p>Teacher Responsibility:</p> <ul style="list-style-type: none"> • Teachers expect that children will read their decodable home reader multiple times over the week to build fluency. • Teachers are to check and sign the diary weekly. • When students reach reading reward milestones, they are to acknowledge them and send them to the library to collect their reading reward.
	<p>Year Levels: Year 3 and Year 4</p> <p>Time spent reading each day/night: 15 minutes</p> <p>Student/ Parent/Carer Responsibility:</p> <ul style="list-style-type: none"> • Students and parents/carers are still encouraged to read together, but parents/carers may move into a more supervisory role. • Parents/carers can use the tips on correcting mistakes and encouraging their child to tackle a wide range of texts. • Students at this level of reading can fill out the journal themselves and parents/carers are encouraged to participate by leaving comments to assist their child with their progress and create dialogue about their learning experience. <p>Teacher Responsibility:</p> <ul style="list-style-type: none"> • Teachers are to check and sign the diary weekly. • When students reach reading reward milestones, they are to acknowledge them and send them to the library to collect their reading reward.
	<p>Year Levels: Year 5 and Year 6</p> <p>Time spent reading each day/night: 30 minutes</p> <p>Student/ Parent/Carer Responsibility:</p> <ul style="list-style-type: none"> • Students are to read every night and fill out their reading diary. • Parents/Carers are to ensure students are reading every night and can write feedback in the diary for the teacher about the student's progress. • At this age we are encouraging good habits, ready for high school. <p>Teacher Responsibility:</p> <ul style="list-style-type: none"> • Teachers expect that children will borrow two library books a week to use for home reading. • Teachers are to check and sign the diary weekly. • When students reach reading reward milestones, they are to acknowledge them and send them to the library to collect their reading reward.

Blank Level Questions

Blank's Levels of Questions - Level 1: Matching Perception

Focus is on objects in the student's immediate environment and requires concrete thinking. Responses can be short or nonverbal (e.g., pointing). Understanding of these questions develops at around 3 years of age.

Level 1 question examples:

- Find one like this. (Matching objects)
- What can you hear?
- What did you touch?
- What is this? (Pointing to object)
- Who is this? (Pointing to person)
- What is _____ doing?
- Say this "____" (Imitation)
- What did you see? (Remembering items in books)

Blank's Levels of Questions - Level 2: Selective Analysis of Perception

Questions about details of objects known to student but are not necessarily visible at time of questioning. Involves analysis such as grouping objects, describing, and understanding object functions. Understanding of these questions develops at around 4 years of age.

Level 2 question examples:

- What happened?
- Who/what/where is ____? (Remembering information)
- Describe characteristics of objects:
 - E.g., What size/shape/colour is it? How does it taste/smell/feel?
- Identifying object functions:
 - E.g., Show me the one we use for _____.
- How are these different?
- Tell me something that is a type of _____. (Naming object from category)

Blank's Levels of Questions - Level 3: Reordering Perception

Questions are not about direct objects. The answers require listeners to use their own knowledge and higher order thinking. It requires listener to make basic predictions, assume the role of another or make generalisations. Understanding of these questions develops at around 4 ½ years of age.

Level 3 question examples:

- What will happen next?
- What is a _____? (Definition)
- Find one to use with this.
- Find the things that are not _____.
- What could he say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

Blank's Levels of Questions - Level 4: Reasoning about perception

Questions are not about direct objects. The answer requires listeners to use reasoning and draw on past experiences. It requires the listener to problem solve, predict, and provide explanations. Understanding of these questions develops at around 5 years of age.

Level 4 question examples:

- What will happen if ____? (Predicting)
- Why did _____? (Justifying cause of event)
- What could ____ do/use? (Solution)
- Why could _____ do that/use that? (Explaining means to goal)
- Why can't we _____? (Explaining obstacle to solution)
- How can we tell _____? (Explaining observation)
- Why is _____ made of _____? (Explaining construction of objects)

(Blank, Rose, & Berlin, 1978)