

Take-home Reading Journal

Middle
Primary

My name is

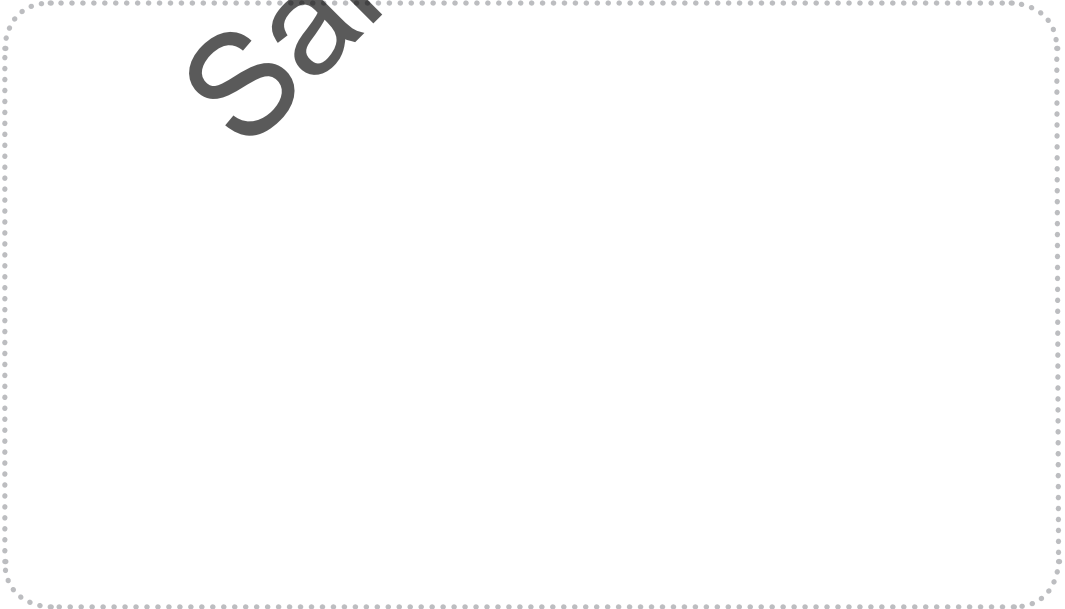
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My class is

.....

These are my friends and me ...

.....



Sample pages

How to use this book

This journal is a record of a child's take-home reading throughout the year. It is designed so that schools may use it in different ways. For example, students may or may not begin each week on a new journal page, and schools may or may not use the reading records as a way of communicating with carers. It is recommended that teachers explain to parents at the beginning of the year how they would like the book to be used, and that parents understand that not all parts of the book must be used.

Journal pages

Child writes the date, title and pages read for each session of reading.

Child records some new, exciting or unusual words they have come across in their reading.

Carer writes a comment to the child once a week.

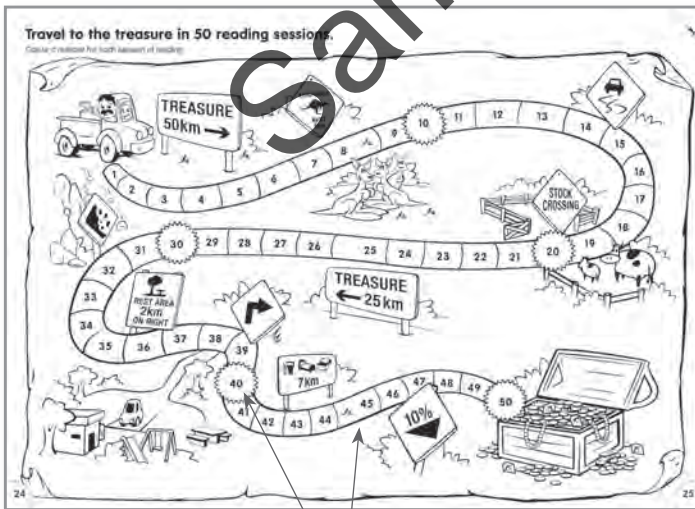
The journal page is divided into several sections:

- Date, Title, Pages:** A table with three columns for recording reading sessions.
- Complete this sentence about one item you read. (Tick it on your list.)** A section for reflection on the reading.
- I would like to tell the author** A line for a personal note.
- Write new words you read this week.** A section for recording new vocabulary.
- Word** and **Meaning** columns for the recorded words.
- Carer's comment to child** and **Child's comment to carer** sections for weekly communication.

Child reflects on the week's reading, and completes a sentence about something they have read.

Teacher comments to carer and child each week (optional).

Milestones



Teachers can decorate points along the way or milestones with congratulatory stickers and stamps.

Child colours a number for each session of take-home reading to reach the treasure (pages 24–25). On pages 36–37, 48–49 and 60–61 they continue to colour in numbers to reach milestones of 100, 150 and 200 sessions of reading.

Premier's Reading Challenge

The Premier's Reading Challenge table has the following structure:

Premier's Reading Challenge		
Title	Author	Date

On pages 70–71, the child can fill in books read for the Premier's Reading Challenge.

At the end of the year, the child receives a certificate stating how many sessions of take-home reading they have completed in the year (see page 72).

Getting started with take-home reading

What is take-home reading?



Reading at home is a time for parents (or caregivers) and children to read together. Children practise the reading skills they are learning at school when they read to their carers. Children will bring home a range of fiction and non-fiction books to read.

Why is reading at home important?



Reading at home is an important and enjoyable way to help your child to learn. Children who read regularly at home learn to read more quickly and easily.

How does it work?



- Set aside 15 to 20 minutes each night.
- Find a comfortable, quiet place to read.
- Sit side by side so that you can both easily see the book.
- Listen to your child read. By this stage he or she may be reading part of a longer book to you.
- Talk about what you have read.
(See 'What do I ask?' on page 7.)

What is the difference between an early and an independent reader?



My child is not yet an independent reader. How can I help?



Early readers:

- read slowly and deliberately, often focusing on each word, especially when reading new or unfamiliar texts
- recognise many words and use various strategies (e.g. meaning and visual clues, and word structure) to work out unknown words
- sometimes comment on and question what they read
- can adapt their strategies to different types of text.

Independent readers:

- read a range of texts fluently and with ease
- use various strategies to approach unfamiliar or specialised texts
- can predict and self-correct if necessary to maintain meaning
- often make connections between what they know and understand, and what is new.

Continue with take-home reading. Children may have a little difficulty, especially with more challenging or less familiar texts. You might help by:

- leafing through the book first and talking about this type of book and the pictures.
- being patient and understanding. Learning to read is a very complex task. It takes time.
- giving your child time to work things out by themselves. (Reading is often about solving problems. Some carers find that it helps if they silently count to 10 before offering any help.)

Talk to your child's teacher about other specific things you could do to help.

What can I do when my child has trouble with individual words?



If your child is having trouble working out words, you can make the following suggestions.

- *Look at any pictures, diagrams or photos.* These can help with the overall meaning of a page or section, as well as with unfamiliar words.
- *What do you think the word might be? What would sound right there?*
- *Look at the first letter. Can you say part of the word?*
- *Do you know another word that looks like it?* For example, they may know 'throw' looks like 'three'.
- *Keep reading and we can go back to it.* Reading on for the meaning to the end of the phrase or sentence can often help with difficult words.
- *Does it make sense? Does it look right?* Encourage self-correction.

My child is reading independently. Should I still listen to him or her read?



Yes. You will both benefit from continuing with the take-home reading. Your child's literacy skills in oral language will continue to improve through reading aloud. His or her comprehension skills and knowledge of different text types will improve through appropriate questioning about the reading. You will continue to stay in touch with your child's literacy development by hearing him or her read. Of course, you may choose to listen for a short while and then leave him or her to read silently; and you will want to encourage more silent reading.

Date

Title

Pages

Complete this sentence about one item you read. (Tick it on your list.)

The most exciting part was _____

Write new words you read this week.

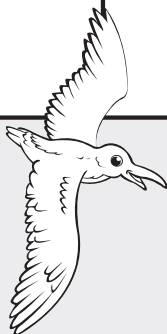
Word

Meaning

Carer's comment to child

Teacher's comment to carer and child

How do you spell
"hungry horse" in
four letters?



M T G L W



Date	Title	Pages

Complete this sentence about one item you read. (Tick it on your list.)

I was really surprised about _____

Write new words you read this week.

Word	Meaning

Carer's comment to child **Teacher's comment to carer and child**

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Date

Title

Pages

Date	Title	Pages

Complete this sentence about one item you read. (Tick it on your list.)

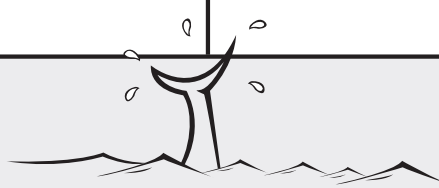
I learned this interesting fact: _____

Write new words you read this week.

Word	Meaning

Carer's comment to child **Teacher's comment to carer and child**

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Date	Title	Pages

Complete this sentence about one item you read. (Tick it on your list.)

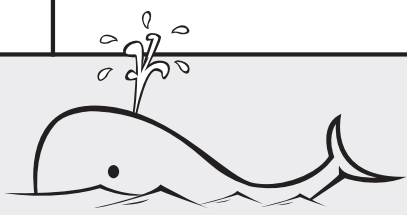
My favourite character was _____ because _____

Write new words you read this week.

Word	Meaning

Carer's comment to child Teacher's comment to carer and child

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Date

Title

Pages

Complete this sentence about one item you read. (Tick it on your list.)

I especially enjoyed reading this because

Write new words you read this week.

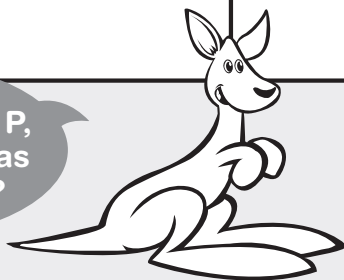
Word

Meaning

Carer's comment to child

Teacher's comment to carer and child

What starts with P,
ends in E, and has
a lot of letters?



A post office.



Date	Title	Pages

Complete this sentence about one item you read. (Tick it on your list.)

I would like to know more about _____

Write new words you read this week.

Word	Meaning

Carer's comment to child **Teacher's comment to carer and child**

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