

# Take-home Reading Journal



My name is



My class is



This is me ...



# 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 any way that they think is appropriate. For example, the record of books read can run on over pages if nights are missed, rather than starting a new page each week, or schools may not use the reading records as a method of teacher/carer communication and thus may not use the room allocated for these comments, and so on. It is strongly recommended that teachers explain how they would like the book to be used to parents at an information night at the beginning of the year, and that parents understand that not all parts of the book must be used.

## Journal pages

Carer or teacher (or child as time goes on) inserts title and date of reading.

Comment from carer about child's reading.

Child's assessment of how they felt about their reading.

Carer and teacher comments to each other each week (optional).

Room to mention weekend or holiday reading, or to list favourite books and characters (these do not have to be from the take-home reading books but can be from any books read). (optional)

Reading tips or jokes add information and a laugh to each spread.

## Milestones

Climb to the tree house in 20 sessions of reading!  
Colour a number for each session of reading.

Child colours a number for each session of take-home reading to climb to the tree house (page 15). On pages 21, 32-3 and 54-5 they continue to colour or write in numbers to reach milestones of 50, 100 and 200 sessions of reading.

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

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 64).

# Getting started with take-home reading

What is take-home reading?



Take-home reading is used to encourage parents (or caregivers) and children to set aside time to read together. Children hear how good readers read when their carers read to them. Children practise the reading skills they are learning at school when they read aloud to their carers. Children may bring home both 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 learn. Children who read regularly at home learn to read more quickly and easily.

How do we start?



- Set aside 10 minutes each night.
- Find a comfortable, quiet place to read.
- Sit side by side so that you can both easily see the book.
- Read the book. Sometimes you can read the book to your child, sometimes your child will read to you and sometimes you will both read together.
- Talk about the book. *What did you like about it? What did you learn from it? Would you read it again?*

How can I help?



Children may have a little difficulty reading their take-home reading books, especially when they are very inexperienced. You might help them by:

- leafing through the book and talking about the pictures before reading the book together. This helps your child get ready for what they will come across as they read
- asking your child to let you know when they need help
- varying how the reading session works. Sometimes you might read the book to your child first and then have your child read it to you
- being patient and understanding. Learning to read is a very complex task. It takes time
- giving your child time to work it 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. Many children just need a little time.)
- encouraging your child to have a go. You could say *What could go there? What would make sense?*

What can I do when my child gets stuck?



You can make the following suggestions when your child is having trouble working out words.

- *Look at the illustrations.* Children can use the illustrations to help them work out the words on each page before they start reading, and also when they come across an unfamiliar word.
- *What do you think the word might be? What would sound right there?*
- *Look at the first letter. Can you start to say it?*
- *Do you know another word that looks like it?* For example, they may know 'ball' looks like 'call'.
- *Keep reading and we can go back to it.* Reading on to the end of the sentence for the meaning then going back can often help with difficult words.

If your child has read a word incorrectly, praise their attempt and ask them to re-read the phrase or sentence to check if they think it is right. Try to have them self-correct. *Does it make sense? Does it look right?* Work through some of the above strategies again.

Don't string the process out for too long. If you do, the meaning of the text will be lost and the child will have less chance of working it out. If you find that your child cannot read many of the words in the book by themselves, it may be that this is a book you should read together.

### What do I write?



You might struggle to think up new comments to write each day about your child's reading. Don't feel that your comments have to be long. The comments could be directed to the teacher or to your child. Here are some ideas:

- We read this book together. Charlie loved the illustrations.
- Lexie's expression was fantastic.
- We discussed 'to' and 'too' after reading this book.
- Sarah read confidently. Great job.
- Reading on helped Patrick with 'doctor'. Fantastic!
- Your reading is getting better every day Rachel.

### How can I help when my child is reading independently?



- Continue to set aside quiet time for reading.
- Reassure your child that it is OK to read part of a longer book; you don't need to read the whole book in one session.
- Continue to talk about the books, making comparisons with other stories or non-fiction books and authors.
- Encourage your child to read more books by authors they like and also to try new types of books.
- Ask your child to re-tell part of the story.
- Ask your child to describe one of the characters.

**Title and date**

**Carer's comment**

**How did you feel about your reading?**



Colour the stars:  
1 star = I'm just getting started    3 stars = Quite happy  
2 stars = Feeling better                4 stars = Fantastic



**Carer's comment to teacher**

**Teacher's comment**

What is red and flies and wobbles all at the same time?

A jellycopter!

**My favourite book is**





Title and date	Carer's comment	How did you feel about your reading?
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Colour the stars:  
1 star = I'm just getting started    3 stars = Quite happy  
2 stars = Feeling better                4 stars = Fantastic



Carer's comment to teacher	Teacher's comment
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**Weekend and holiday reading**

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**Title and date**

**Carer's comment**

**How did you feel about your reading?**



Colour the stars:

1 star = I'm just getting started

2 stars = Feeling better

3 stars = Quite happy

4 stars = Fantastic



**Carer's comment to teacher**

**Teacher's comment**

**My favourite character is**

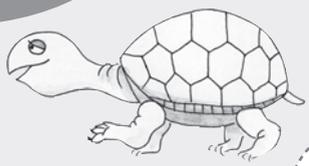


Title and date	Carer's comment	How did you feel about your reading?
		 <p>Colour the stars:            1 star = I'm just getting started    3 stars = Quite happy            2 stars = Feeling better                4 stars = Fantastic</p>
		
		
		
		

Carer's comment to teacher	Teacher's comment

**Weekend and holiday reading**

Tip: Find a comfortable, quiet place to read.



**Title and date**

**Carer's comment**

**How did you feel about your reading?**



Colour the stars:

1 star = I'm just getting started

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4 stars = Fantastic



**Carer's comment to teacher**

**Teacher's comment**

How do you talk to a giant?

You use big words.

**My favourite book is**



# Climb to the tree house in 20 sessions of reading!

Colour a number for each session of reading.

