



MITCHAM
PRIMARY SCHOOL

EST. 1847

READING AT HOME



MITCHAM PRIMARY SCHOOL READING AT HOME INFORMATION FOR PARENTS

At Mitcham Primary School, we believe that reading is one of the most important skills children develop during their primary years. Reading growth happens best when school and home work together.

At school, students are explicitly taught the skills needed to become accurate, fluent and confident readers. At home, regular reading routines help children practise these skills, build positive reading habits, and develop a love of books, language and learning.

Reading at home should be a calm, encouraging and enjoyable experience. Children benefit from both reading texts they can manage independently and listening to rich, engaging texts read aloud by adults.



RESPONSIBILITIES FOR STUDENTS

Students are encouraged to:

- Bring home the reading materials provided by their teacher.
- Read or re-read their decodable text when this has been provided.
- Look after books and return them to school as required.
- Have a go at unfamiliar words using the strategies they have been taught.
- Read with a parent, carer or trusted adult regularly.
- Listen to stories, poems, rhymes and other rich texts read aloud.
- Talk about what they are reading and listening to.
- Develop confidence, persistence and enjoyment as readers.



RESPONSIBILITIES FOR PARENTS

Parents and carers can support reading at home by:

- Setting aside regular time for reading.
- Listening to their child read the texts sent home by the teacher.
- Encouraging their child to re-read texts to build fluency and confidence.
- Reading rich texts aloud to their child, including picture books, novels, poems and non-fiction.
- Talking about books, characters, ideas, vocabulary and new information.
- Keeping reading experiences positive and encouraging.
- Helping children return school readers on time.
- Letting the teacher know if a text feels too easy, too hard or is causing concern.
- Remembering that reading aloud to children remains valuable at every year level.



READING EXPECTATIONS BY YEAR LEVEL

Reception, including Mid-Year Reception

Rich texts and literature

All students should regularly listen to rich texts and literature read aloud by an adult. This may include picture books, poems, rhymes, songs and simple non-fiction texts.

Decodable texts

All students will practise reading decodable texts independently. These texts are matched to the sounds and spelling patterns students have been taught.

Other independent reading materials

Students in Reception are not expected to independently read other take-home reading materials unless advised by the teacher. Other books may still be enjoyed when read aloud by an adult.

Year 2

Rich texts and literature

All students should continue listening to rich texts and literature read aloud by an adult.

Decodable texts

Students with low reading accuracy may continue to use decodable texts for targeted practice.

Other independent reading materials

All students should practise fluency with a variety of reading materials. Students who still require decoding support may use both decodable texts and other reading materials.

Year 1

Rich texts and literature

All students should continue listening to rich texts and literature read aloud by an adult.

Decodable texts

All students will continue to practise reading decodable texts independently.

Other independent reading materials

From around mid-year, students with good reading accuracy may begin reading other carefully selected materials independently, in addition to any decodable reading practice.

Year 3 and above

Rich texts and literature

All students should continue listening to rich texts and literature read aloud by an adult.

Decodable texts

Students with low reading accuracy may continue to use decodable texts for targeted practice.

Other independent reading materials

All students should practise fluency with a variety of independent reading materials, including fiction and non-fiction.



KEY TEXT TYPES

Decodable texts

Decodable texts are books or passages that use the sounds, letters and spelling patterns students have already been explicitly taught. They allow children to practise decoding words accurately and build fluency through repeated reading.

Other reading materials

Other reading materials are texts students may read independently once they have developed sufficient reading accuracy. These texts can help build vocabulary, fluency, comprehension and enjoyment.

Examples include:

- Fiction books
- Non-fiction books
- Poems and rhymes
- Songs
- Carefully selected themed readers
- Information texts
- Texts connected to classroom learning

Rich texts and literature

Rich texts are high-quality books and literature that expose children to interesting vocabulary, sentence structures, ideas and storytelling. These are often read aloud by an adult so children can enjoy and discuss texts that may be beyond their current independent reading level.

Examples include:

- Picture books
- Chapter books and novels
- Poetry
- Rhymes
- Songs
- Quality fiction
- Quality non-fiction classroom learning



DECODABLE AND NON-DECODABLE TEXTS

What are decodable texts?

Decodable texts are designed to match what students have been taught in their phonics lessons. They help children practise reading words by using their knowledge of sounds and spelling patterns.

For example, if students have been taught particular letter-sound relationships, their decodable text will mostly include words using those patterns.

Decodable texts are especially important in the early years of reading because they help students:

- Practise accurate word reading.
- Build confidence.
- Apply phonics knowledge.
- Develop fluency through re-reading.
- Experience success as independent readers.

What are non-decodable texts?

Non-decodable texts include books and reading materials that contain words, spelling patterns or vocabulary students may not yet be able to read independently.

These texts are still very valuable. They help children:

- Hear rich language.
- Learn new vocabulary.
- Develop comprehension.
- Build background knowledge.
- Enjoy stories and information.
- Talk about ideas, characters and concepts.

Non-decodable texts are often best read aloud by an adult, especially when the text is above the child's current independent reading level.



WHY RE-READING MATTERS

Re-reading is an important part of becoming a fluent reader. When children read a familiar text more than once, they can focus less on working out each word and more on reading smoothly, accurately and with expression.

Re-reading helps students:

- Strengthen decoding skills.
- Improve accuracy.
- Build confidence.
- Read more smoothly.
- Understand the text more deeply.
- Experience success.

A child may bring home the same decodable text more than once. This is intentional and supports fluency development.

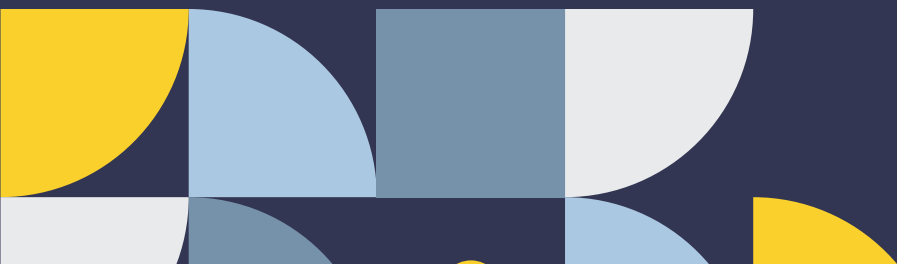
READING ALOUD

Reading aloud to children is valuable at every age. Even when children can read independently, they still benefit from hearing adults read rich and engaging texts.

When adults read aloud, children are exposed to:

- More complex vocabulary.
- Interesting sentence structures.
- New ideas and knowledge.
- Different authors and genres.
- Enjoyable shared reading experiences.

Families are encouraged to continue reading aloud throughout the primary years.



HELPFUL PROMPTS FOR FAMILIES

When listening to your child read, you might say:

- “Point to the part that helped you.”
- “Can you say the sounds and blend them together?”
- “Try that sentence again and make it sound smooth.”
- “What happened in this part?”
- “What do you think might happen next?”
- “Which word was tricky?”
- “What new word did you learn?”
- “What was your favourite part?”

Try to keep reading supportive and positive. If your child becomes frustrated, pause, offer help, or read the text together.

WHEN TO SPEAK WITH THE TEACHER

Please speak with your child’s teacher if:

- Your child is finding a decodable text too difficult.
- Reading at home is regularly stressful.
- Your child is memorising the text but not looking at the words.
- You are unsure how to support decoding.
- Your child is regularly not bringing texts home.
- You have questions about your child’s reading progress.

Teachers use assessment information and classroom observations to choose appropriate reading materials for students.





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Government
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Department for Education

