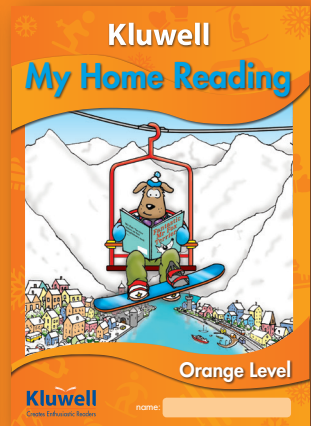


Kluwell My Home Reading

User's Guide



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Kluwell **My Home Reading**

User's Guide

Written by Stan Kluzek & Andrew Coldwell

Kluwell My Home Reading

User's Guide

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- 'Beginning Reading', Directorate of School Education - Victoria
- 'Reading On', Directorate of School Education - Victoria
- 'The Importance of Reading at Home', Directorate of School Education - Victoria
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Contents

Introduction	5
The Key Strengths of the Journals	6
Implementation in the School.....	7
Whole School	
Year Level/s	
A Classroom or Small Group	
Sample Recording Pages	
Yellow & Green Level	8
Orange Level	9
Teacher's Role	
Type of Reading Material.....	10
Setting the Scene for Using 'Kluwell My Home Reading' Journals .	10
Classroom Readicators	11
Awards.....	12
Stickers	13
Kluwell Readicator	13
Parent Information Session	
A Suggested Structure for Parent Information Session	14-15
Parent Role	16-17
Conditions to Promote Reading at Home	18
A Positive Reading Environment (20 Suggestions).....	19
Frequently Asked Questions	20-21
Student Role	22
Appendix 1 'The Home Reading Environment' - A Survey	23
Appendix 2 Cards - A Positive Reading Environment (20 Suggestions).....	24
Appendix 3 Evaluation Sheet.....	25
Notes	26-27

PLEASE NOTE:

Parent Handout

Located in the MIDDLE PAGES of this User's Guide

☒ Carefully remove the Handout to avoid damaging the pages.

PHOTOCOPY the required number of copies.

☒ The '*Parent Handout*' can be downloaded from web site

www.kluwell.com

Look on QUICK LINKS on HOME PAGE!

Introduction

This guide has been developed to provide some support and guidance to HELP implement the 'Kluwell My Home Reading' Journals successfully.

The 'Kluwell My Home Reading' Journal is a valuable resource to accompany a student's reading for an entire school year. It has been designed and marketed by two teachers who have had experience teaching across all grade levels in a wide variety of educational settings. This has involved positions as classroom teachers, principals and curriculum consultants.

This guide was developed to support teachers, parents and primarily the student in the monitoring of reading behaviour between home and school.

The success of these journals relies very much on the level of commitment, enthusiasm and support a teacher provides in their classroom throughout the year.

Support provided

Use the 'User's Guide'

Commitment is a key ingredient

Content is useful for parents and students

Encourages regular reading

Students are rewarded for their effort

School and home relationship promoted

Whole School Approach!

'Kluwell My Home Reading' Levels	Age (Approx.)	Year
YELLOW LEVEL	4-7 years old	Foundation -Years 1 & 2
GREEN LEVEL	7-9 years old	Years 3 & 4
ORANGE LEVEL	9-11 years old	Years 5 & 6

The Key Strengths of the Journals

The Journals:-

Provide clear rewards for students, incentives and recognising achievement through the use of awards, stickers and positive feedback from adults.



- ☒ Offer support for parents, containing effective and relevant tips and ideas to promote reading.
- ☒ Provide teachers with a progressive report of a student's reading over a whole school year.
- ☒ Are a quality product which are durable, colourful, with appealing and unique graphics and are simple to use.
- ☒ Are inclusive – they take into account all cultural, race and gender issues.
- ☒ Have 3 levels, offering a developmental approach across the whole school. As the student gains greater reading independence, the level of the booklet used reflects this.
- ☒ Contain ideas for students. This is particularly helpful with older students, providing examples of student activities, narrative reports and goal setting.
- ☒ Are supported via web site www.kluwell.com with a range of material that can be downloaded for parents, teachers and students.

Implementation in the School

1. Whole School

- Use the three journals across the whole school. The model works very well, because ALL students are familiar with the concept of recording their reading.
- The journals are progressive, allowing for greater independence as the student progresses through each year level.

2. Year Level/s

- The year level area that is most frequently implemented is the lower section of primary school using the YELLOW level. E.g. Foundation - Year 1 & 2. Parents seem to be a lot more involved with their child's reading in this area because the child is in the early stages of reading development. The hints and ideas provided in the YELLOW journal are written to support the PARENT/CAREGIVER with reading at home. As a child matures and can read independently, the information in the GREEN and ORANGE journals changes to become more STUDENT focused, rather than parent focused.
- The journals can and are used in a variety of ways with schools, depending on each school's needs or emphasis placed on reading by a teacher or teachers. E.g. In Year 3-4 area a teacher/s may be keen to implement the booklets.
- Whatever area of the school that wishes to implement the use of the journals, the key to success lies with the support of the classroom teacher.

3. A Classroom or Small Group

- A classroom teacher can use the booklet solely in their own classroom. It is best to check that this approach is appropriate with the school principal or other classroom teachers.
- Literacy specialist teachers and/or small groups of students, often use the journals to encourage regular reading.

Sample Recording Page Yellow & Green Level








Below is an example of a recording page complete with comments and progress.

Record the Date and fill in the face.

Space for parent or student to write a comment.

Title of the book.

WEEK BEGINNING: Mon 8 / 02 / 2016

Mon <u>8/02</u> 	Title: <u>Road Maker's Munch</u> Comment: <u>We want to make some of those biscuits - Yum! AC</u>	Number of Days <u>1</u>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Place one of the Student Stickers on the page.</div> <div style="border: 1px solid black; padding: 5px;">A running record of the total days reading a student has achieved during the school year.</div>
Tue <u>9/02</u> 	Title: <u>The Red Sweater</u> Comment: <u>The boy was nice to help the man! JC.</u>	Number of Days <u>2</u>	
Wed <u>10/02</u> 	Title: <u>Tessa Snaps Snakes</u> Comment: <u>We like it because it used the same names. JC.</u>	Number of Days <u>3</u>	
Thu <u>11/02</u> 	Title: <u>Going Shopping</u> Comment: <u>We'll read! Having a go at hard words like "recorder." AC</u>	Number of Days <u>4</u>	
Fri <u>12/02</u> 	Title: <u>The Little Key</u> Comment: <u>Michael is putting in a good effort at working words out. Well Done!! JC.</u>	Number of Days <u>5</u>	
Sat <u>/</u> 	Title: _____ Comment: <div style="border: 1px solid black; padding: 5px; text-align: center;">No Reading? Then don't record anything.</div>	Number of Days _____	
Sun <u>14/02</u> 	Title: <u>Gobble Gobble Glup Glup</u> Comment: <u>Michael enjoyed reading the poems. AC</u>	Number of Days <u>6</u>	

Weekly Comment: Thanks for reading so well Michael. A top job - Mr D.

Date: 15/02/2016

A space for a comment from parents, or teacher, at the end of a week to provide further feedback on progress.

Sample Recording Page Orange Level

Below is an example of a recording page complete with comments and progress.

Record the Date.

Title of the book.

Space for parent or student to write a comment.

WEEK BEGINNING: Mon 14. / 03. / 16.....

Mon 14/ 03	Title: Detective Paste	Number of Days
Comment: Melissa gets caught stealing a bike.		31
Tue 15/ 03	Title: Nude School	Number of Days
Comment: This book was not what I thought it would be about Pg 1-20		32
Wed 16/ 03	Title: Nude School	Number of Days
Comment: Sophie goes to a new school. Pg 21-49		33
Thu 17/ 03	Title: Nude School Pg 50-99	Number of Days
Comment: Vanessa is a new student also, and someone wants to kill her.		34
Fri 18/ 03	Title: Story Time	Number of Days
Comment: Pg 10-18 Chpt 1 - Halloween Ghosts, Pumpkins, Trick or Treat and scary Stuff.		35
Sat 19/ 03	Title: Story Time	Number of Days
Comment: Chpt 2+3 Ridiculous, how the rhino loses his skin		36
Sun /	Title:	Number of Days
Comment: No Reading? Then don't record anything.		

Weekly Comment: I have enjoyed your comments so far. Tell me more about how you feel about the books. Mr C.
 Date: 21/03/2

14

READ THIS BOOK

Place one of the Student Stickers on the page.

A running record of the total days reading you have achieved during the school year.

A space for a comment from parents, or teacher, at the end of a week to provide further feedback on progress.

Teacher's Role

Type of Reading Material

Don't restrict reading materials to only books. Provide a wide variety of material which could include:

Magazines	Poetry books
Comics	Newspapers
Diaries / Letters	Reference Materials
Atlases	Maps (road maps, street directories)
Cooking recipes	Instructions for games, machines, etc.
Computer games	Telephone book



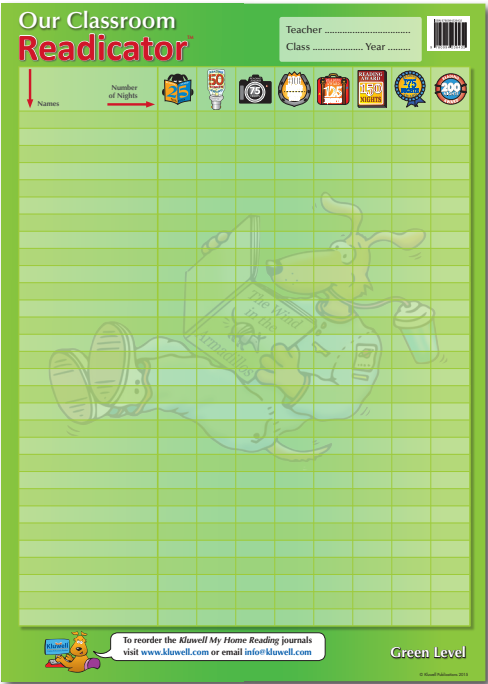
Setting the Scene for Using 'Kluwell My Home Reading' Journals:-

1. If possible hold a 'Parent Information Session' and introduce the 'Kluwell My Home Reading' Journal. Some suggestions for running such a session are included on Pages 14 - 15. If it is not possible to have a Parent Information Session or some parents do not attend, photocopy the 'Parent Handout' included in the middle section of this guide and send this home with the students.
2. Ensure reading material is changed if necessary. E.g. Foundation Year 1 & 2 students may need assistance to choose or have material selected with the assistance of the classroom teacher, teacher's assistant or a parent / helper.
3. The students' 'Kluwell My Home Reading' Journal should be collected and progress recorded and monitored regularly.
4. A weekly comment should be recorded. This would be best completed by the classroom teacher or whoever best suited (preferably an adult).
5. Awards should be filled in by the classroom teacher and the appropriate sticker placed on the award. A copy of the award could be presented at assembly by the principal or a school community member. This could be placed by the student on the refrigerator, or their bedroom display wall at home.
6. Use the 'Classroom Readicator' A2 Charts to record student progress. Refer to the examples provided on the opposite page.

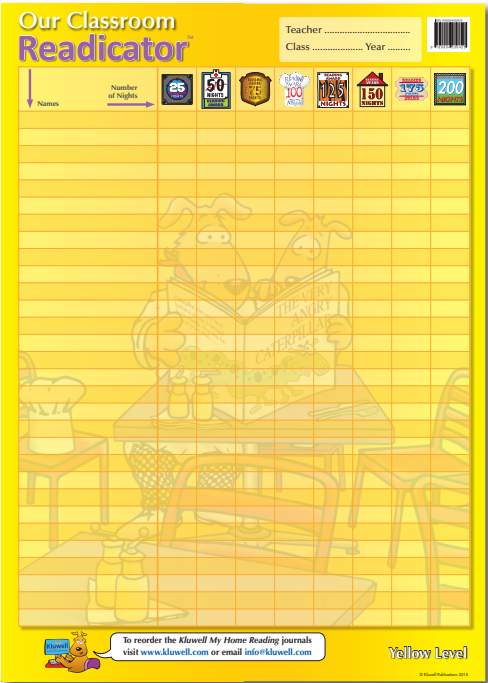
Teacher's Role

Classroom Readicators

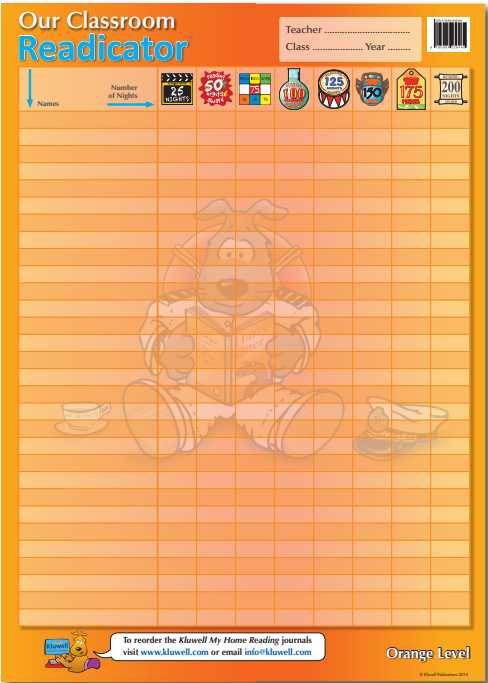
Available for the 3 levels of
“Kluwell My Home Reading” Journals.
Full colour A2 Wall Charts.



Green Level



Yellow Level



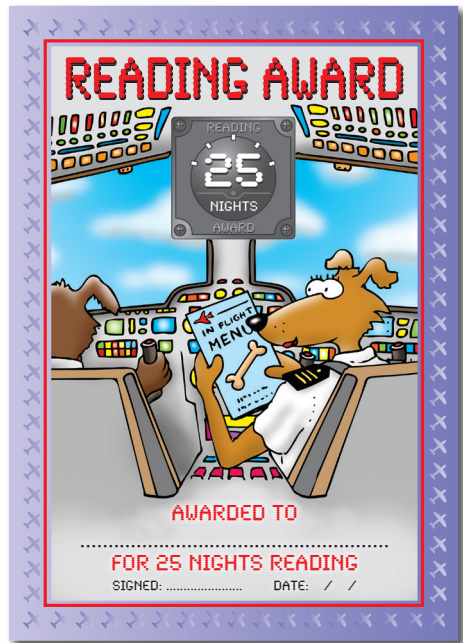
Orange Level

Teacher's Role

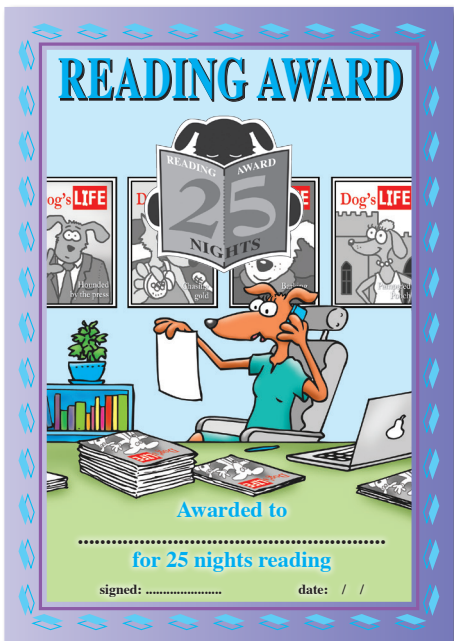
Awards

Awards are achieved when a student has read for each 25 nights. Hence, there are 8 awards, which compliments 200 nights reading. There is a final end of year award which allows the TOTAL number of nights achieved to be recorded.

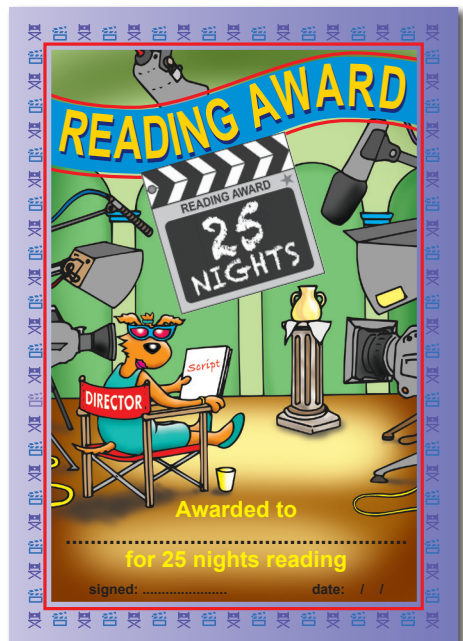
The awards and stickers are DIFFERENT for each level (i.e. Yellow, Green & Orange). Refer to the examples below for the first 25 Night's Award.



Yellow Level



Green Level



Orange Level

Teacher's Role

Stickers (Each level has their own unique sticker sheet)

The Award Stickers are best monitored by the classroom teacher. However, the students should be free to use the Student Stickers at any time.



Kluwell Readicator

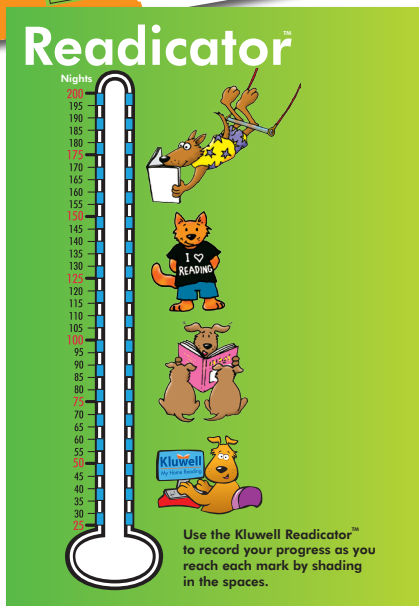
On the inside front cover of each journal.

The student can colour in progress

on their own personal READICATOR!

This provides another opportunity

of rewarding and promoting progress.



Parent Information Session

A Suggested Structure for a Parent Information Session

It is important when meeting with groups of parents to optimize the time available by looking at all the expectations of the classroom (not just the implementation of one process such as home reading). All or some of the suggestions can be used by presenters.

- Prepare a slide show.
- Have multiple copies of appropriate handouts.
- Make available a cup of tea or coffee and some nibbles.

1. Use an icebreaker that relates to reading.

This is to make the parents feel at ease. (E.g. parents place themselves on a line according to their memory of reading when they were at school.)

Most Important 10  **0 Least Important**

(Give participants a card with 'A Positive Reading Environment' phrase. See Appendix 2 Pg 24. Get participants to stand in a continuum, placing themselves according to 0-10 with 0 being LEAST IMPORTANT and 10 MOST IMPORTANT.

What card did you get and why have you placed yourself in this position?

Talk about what they learnt from this activity.

2. Brainstorm - The Home Reading Environment.

Consider what your home reading environment is like on both a personal level and what other considerations you give to creating a healthy reading environment. Give parents time to think and write about this then ask them to respond.

or

Ask parents for words to describe reading and place in two columns - MOTIVATORS & BLOCKERS. Prior to the session concluding, come back to the list and ask parents how using the 'Kluwell My Home Reading' Journal can help as a motivator and help overcome some of the 'blockers' to reading.

or

Make a list of real life reading activities at home.

3. Model a shared book session

This activity can be adapted for all children.

The Steps:

- a. Choose the book that is suitable for the age group.
- b. Talk about the story before reading- cover, title, author, words, ideas, pictures, blurb on the back cover.

Parent Information Session

- c. Ask things like:
 - What do you think this story might be about?
 - What is happening on this page?
 - What do you think might happen next?
 - What do you think might happen in the end?
- d. Be accepting and positive of all responses. Then read the book, chapter or the particular section that has been talked about.
- e. This can be done with a variety of books from factual, picture story books, through to fictional novels and even informative books.

4. Generate Other Reading Ideas

As a consequence to the shared reading, get parents to share activities they think are worthwhile. For example, it is important that the child sees the parents involved in reading - that is, as a role model.

5. Introduce the 'Kluwell My Home Reading' Journal by:

- a. Handing out a copy of the 'Kluwell My Home Reading' Journal and reading through the Parent Information Handout together.
- b. Getting parents in small groups to do a think-pair-share on ideas they consider to be useful from the journal.
- c. Any questions?

Be prepared for questions such as:

- What if you miss a night - can you read in the morning?
- What about the school holidays?
- What if I don't always have the time?
- You're the teacher - why do we have to be involved with reading?
- Why more homework?

6. Conclusion

Evaluation sheet

Get participants to complete the 'Evaluation Sheet' (refer to APPENDIX 3 Page 25). The information from the evaluation sheet may assist future planning or alert the teacher to follow up any parents still with concerns.

Refer to 'Frequently Asked Questions' Page 20-21 for more information about using the 'Kluwell My Home Reading' Journal.

Parent Role

Encourage their child/ren to read regularly by:

1. Having a **ROUTINE** established allowing for reading to take place. E.g. Before dinner; after dinner; bed time; first thing in the morning etc.
2. Finding a **SUITABLE PLACE** for reading. E.g. In own bed or parent/s bed; a comfortable chair; on the couch etc.
3. Being **POSITIVELY INVOLVED** with child's reading. E.g. Ask questions; Make it fun; Encouragement; Praise; Recognition of Awards achieved (display on the fridge; bedroom wall; have a special treat when an award is achieved; celebrate all achievements etc.).



How To Fill In The Journal/s:-

1. The journals are full of **USEFUL IDEAS AND HINTS** to help parents with their child's reading. Browse through the whole journal and become familiar with all the ideas and hints.
2. The 'Kluwell My Home Reading' journal is a record of the child's reading. The following information should be recorded each time the child reads.
 - ☒ **TITLE** of the material
 - ☒ **DATE** E.g. 5/6 (would be the 5th June)
 - ☒ Write a **COMMENT** about how the child went with their reading. In the early years, this is usually written by the parent. The child could be involved in the comment, by making suggestions, with the parent writing response down. Older students could write their own comments.
 - ☒ The child should complete the **FACE** (only in Yellow & Green Levels) to show how they felt about his/her reading. E.g. Smile—very happy.

Parent Role

How To Fill In The Journal/s (Continued):-

- ☑ A **PROGRESSIVE COUNT** of the number of nights/days reading has taken place. It is important that the parent/caregiver or student realise that it is not the amount of reading that takes place i.e. the number of books etc., but how often reading occurs.
If a child misses a night, just leave that day incomplete.

Refer to 'Sample Recording Pages' Page 8-9

3. The journal is intended to be used **REGULARLY** throughout the week and in this way will assist in promoting a routine in the child's reading habits.
4. There are **PROGRESSIVE AWARDS** within the journal to help promote positive reading habits and the parents may like to reinforce these awards in some way as the child achieves each award.
5. There are also **STICKERS** to go with the progressive awards. Students find these very motivational.
6. The child should be encouraged to complete some of the **ACTIVITIES** suggested throughout the journal.
7. Email your **BEST COMMENT** to **info@kluwell.com**



Conditions to Promote Reading at Home

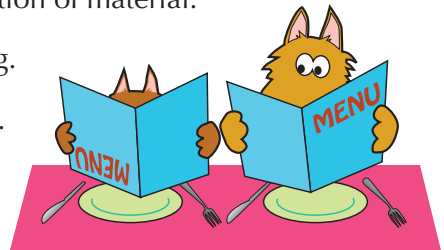
Adapted from Brian Cambourne's 'Conditions of Learning'

- **IMMERSION:** Your child should be surrounded with books, magazines, newspapers, art work, parent's notes, signs, handwritten letters etc.
- **DEMONSTRATION:** Your child should be read to a lot, and they should in turn be given the opportunity to read to others - brothers, sisters, parents, other relatives.
- **EXPECTATION:** Your child and you will expect that s/he will be able to read. So books should be given to your child at an early age.
- **RESPONSIBILITY:** Your child will enjoy reading most of all when they choose what they want to read.
- **USE and PRACTICE:** You give your child lots of opportunities to read and write.
- **RESPONSE:** You give your child positive feedback for having a go. A parent asks children to talk about what may be in a book, and asks questions during and after reading has taken place.
- **APPROXIMATION:** Your child wants to take an active part in reading. S/he starts by experimenting with reading (reading their own interpretation of a story), then becoming increasingly more accurate with what is read.
- **REFLECTION:** You allow your child time to think back over what they have been doing with their reading.

A Positive Reading Environment

20 Suggestions

1. Make reading a fun, enjoyable activity.
2. Turn off TV, computer and other devices.
3. Parent/s should be seen as a reader themselves.
4. Visit the local library.
5. Give books as presents.
6. Subscribe to magazines.
7. Have the daily newspaper delivered.
8. Do not restrict reading material to only books.
9. Be patient.
10. Praise child's efforts!
11. Find a comfortable spot to read.
12. Make a regular time to read.
13. FREE of interruptions.
14. Do not compare a child's performance with others.
15. Be interested!
16. Where possible involve child in selection of material.
17. Ask questions before and after reading.
18. Correct mistakes in a positive manner.
19. Relaxing for both child and parent.
20. Show child how to care for books.



Frequently Asked Questions

Who should fill in the awards? Preferably the classroom teacher. In this way the teacher is able to monitor the student's reading progress. The awards can be presented in a variety of ways. E.g. At the school assembly, by the principal, school captains, or by any school community member that the students see as a role model.

Who should complete the daily comments section? In the **YELLOW LEVEL** journal it should be the parent who fills this out. The student can fill out the face. With the **GREEN LEVEL** journal, the emphasis may be shared by the parent and student. The parent should still be aware of what reading is occurring and also read the comments. At both **YELLOW** and **GREEN LEVELS** a parent should initial all comments. The daily comments in the **ORANGE LEVEL** journal would most likely be filled out by the student with the parent monitoring progress.

Who should complete the end of the week comment? Preferably the teacher. Again this assists the classroom teacher in the monitoring of the student's progress. But the teacher can be creative and find other people to fill out the weekly comment, providing that there are clear expectations as to when and who fills out this area.

What sort of comments are good constructive comments? Try to avoid comments that are even slightly negative. Instead of "This book was boring," suggest to your child some way of turning this comment around. E.g. "I think the author could have made this book more interesting by....." We should always foster positive attitudes towards reading. Some suggested comments are in the front of the Kluwell My Home Reading Journals, but teachers, parents, and students are more creative. Please send in some great comments!

What year levels do the Home Reading journals cover? Because schools vary in their structure from state to state, country to country, we have designed the journals in the following way:

- The Yellow level is for the first 3 years of schooling.
- The Green level is designed for the 4th and 5th year of schooling.
- The Orange level is designed for the 6th and 7th year of schooling.

However, teachers are encouraged to adapt the journals to the needs of their parents and students.

Who should implement the Home Reading journals? This may occur through any of the following:

- i) The Literacy Coordinator
- ii) The Principal or Assistant/Deputy Principal
- iii) A classroom teacher
- iv) A teacher who has used the journals at a previous school

Frequently Asked Questions

- v) A parent who has transferred their child to a new school and used the journals at a previous school. The parent shows this to the classroom teacher.
- vi) Via a promotional mail out - which Kluwell Publications carries out each school year, prior to the end of the school year.

For the optimum use of these journals we encourage schools and teachers to coordinate their implementation. In this way all students (and consequently parents) become involved in fostering sound reading habits.

How can a school / class implement these journals? Most schools and classes early in the school year conduct a parent information session. This is an opportunity to explain to parents how to use this journal.

How do we prevent students from “misplacing” their journal? The teacher has to be committed to the implementation and continued use of the journals, and the students are also motivated to reach the awards. Our experience is that students love to reach the awards.

How long do the journals last? The journal has enough space for the whole school year (over 200 spaces). The book is tough, durable, and easily identifiable.

Why does the journal record in number of nights? We have decided on frequency, not on quantity. This allows all students of varying reading abilities to participate and reach the awards.

What is the purpose of the journals? To assist in creating a partnership in fostering sound reading habits between the home and school. It is really a three-way relationship (i.e. Teacher/Parent/Student).

What is the difference in the three levels of the Home Reading journals? The 3 levels offer a developmental approach which can be used across a whole school. As a student gains maturity with reading, so does the level of student independence. The information in the **YELLOW LEVEL** is written to assist the parent. The **GREEN LEVEL** is written to further reinforce ideas promoted in the **YELLOW LEVEL**, with the student moving towards reading independence. The **ORANGE LEVEL** is written for the student, as they have ideally reached reading independence. However, if a student requires parental help and guidance with reading, it is important that the parent builds on everything promoted in earlier levels.

Student Role



1. **CHOOSE** Reading Material
A student can either:-
 - i) Get classroom teacher to choose
 - ii) Choose something themselves
 - iii) Ask the librarian
2. Bring the 'Kluwell My Home Reading' journal to **SCHOOL EVERY DAY**.
3. Try and read as **OFTEN** as possible.
4. Decide when the **BEST TIME** is to read. E.g. Immediately after school; Before dinner; After dinner; At bed time; First thing in the morning etc.
5. Write/suggest a **COMMENT** about your reading and record in the comment section.
6. When awards have been reached with correct number of nights, get your class teacher to complete the details in the journal and get the **AWARD AND STICKER** filled out. If the classroom teacher is happy to photocopy awards, get a copy filled in and place on bedroom wall, fridge or somewhere where it is on display.
7. **CELEBRATE** the achievement of reaching each award or set a target. E.g. 100 Nights!
8. Take **CARE** and look after the 'Kluwell My Home Reading' Journal.
9. Visit the local **LIBRARY**.

Appendix 1

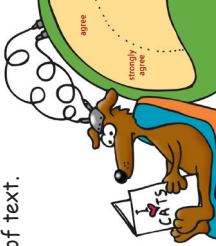
The Home Reading Environment - A Survey

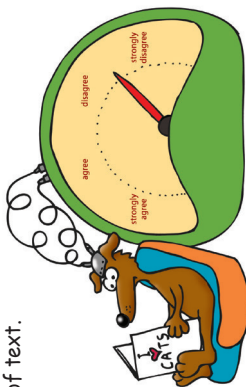
This **SURVEY** can be downloaded from the Kluwell Publications website.
www.kluwell.com

The Home Reading Environment - A Survey

Score this sheet at the start of the year. Then repeat it at the end of the year.

Scale Rating 1. Very Low 2. Low 3. Moderate 4. Good 5. Excellent

- I have a place where I can read and study quietly.
 - This location has adequate lighting (e.g. windows, safe electric lamp).
 - This place is also comfortable.
 - I have a specific time for reading and doing homework.
 - I own a bookmark.
 - I have my own collection of books, magazines, etc on a variety of subjects.
 - I have a display board / area at home for some of my projects.
 - I have somewhere to store work carefully that I have completed and I want to keep.
 - There are a range of materials for writing and illustrating that I can access.
 - My parents ask me about the books I am reading.
 - I ask my parents about what they are reading.
 - My parents read to me.
 - I regularly borrow books from the school library or local municipal library.
 - My choices of reading include a variety of types of text.
 - I have an up-to-date dictionary at home.
 - I use this dictionary to find out about words.
 - My parents will praise me for my achievements.
 - I write and receive letters (post or email).
 - I read to my brothers and sisters.
 - I have a book that I often like to read again.
- 
- A cartoon illustration of a brown dog wearing glasses and a blue shirt. The dog is holding a book titled 'CATS' and pointing with a red pen at a circular diagram. The diagram has a yellow center and a green outer ring. The yellow center is divided into four quadrants by dashed lines, with labels 'agree', 'strongly agree', 'disagree', and 'strongly disagree'. The green outer ring has a label 'agree' on the left and 'disagree' on the right. The dog is standing on a green surface.



Less than 30 points: You can set yourself some really great goals

51 - 75 points: You're cruising along well. Try for a big finish.

100 points: You can tell the others how you do it!

31 – 50 points: You still have something to work towards.

76 - 99 points: Fantastic.

Name _____

Date / /

1 2 3 4 5

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Appendix 2

Cards - A Positive Reading Environment (20 Suggestions)

Visit the local library.	Parent/s should be seen as a reader themselves.	Turn off TV, computer and other devices.	Make reading a fun, enjoyable activity.
Give books as presents.	Subscribe to magazines.	Have the daily newspaper delivered.	Do not restrict reading material to only books.
Be patient.	Praise child's efforts!	Find a comfortable spot to read.	FREE of interruptions.
Make a regular time to read.	Do not compare a child's performance with others.	Be interested!	Where possible involve child in selection of material.
Ask questions before and after reading.	Correct mistakes in a positive manner.	Relaxing for both child and parent.	Show child how to care for books.

Appendix 3

Evaluation Sheet

I liked	I thought
I learnt	I would have liked

General Comments:



Notes

Notes

Kluwell My Home Reading

"I have always been impressed with the reading diaries and now that all of our staff have been able to supply them to each student they can very much see the advantage in using them. The students are working hard to get their stickers and they also love drawing the little faces. At a quick glance we can see how many nights they have read."

Jill Newcombe - Colac Primary School (Australia)

"Certificates are an excellent reinforcer. Great record to refer back as to how much home reading is done. Stickers are an AWESOME reward. Great that they change for different levels."

Amanda Luxton - Tomahawk School (NZ)

"Children, parents and teachers love them. Pupils, from bookworms to reluctant readers, have been really motivated to earn their next sticker milestone. Parents have really engaged with the new journals, while teachers have commented on how the clear format makes it much easier to keep track of pupils' reading and provide additional support where necessary."

*Claire Soares Winter - St Margaret's Lee CE Primary School,
Dacre Park (UK)*

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