

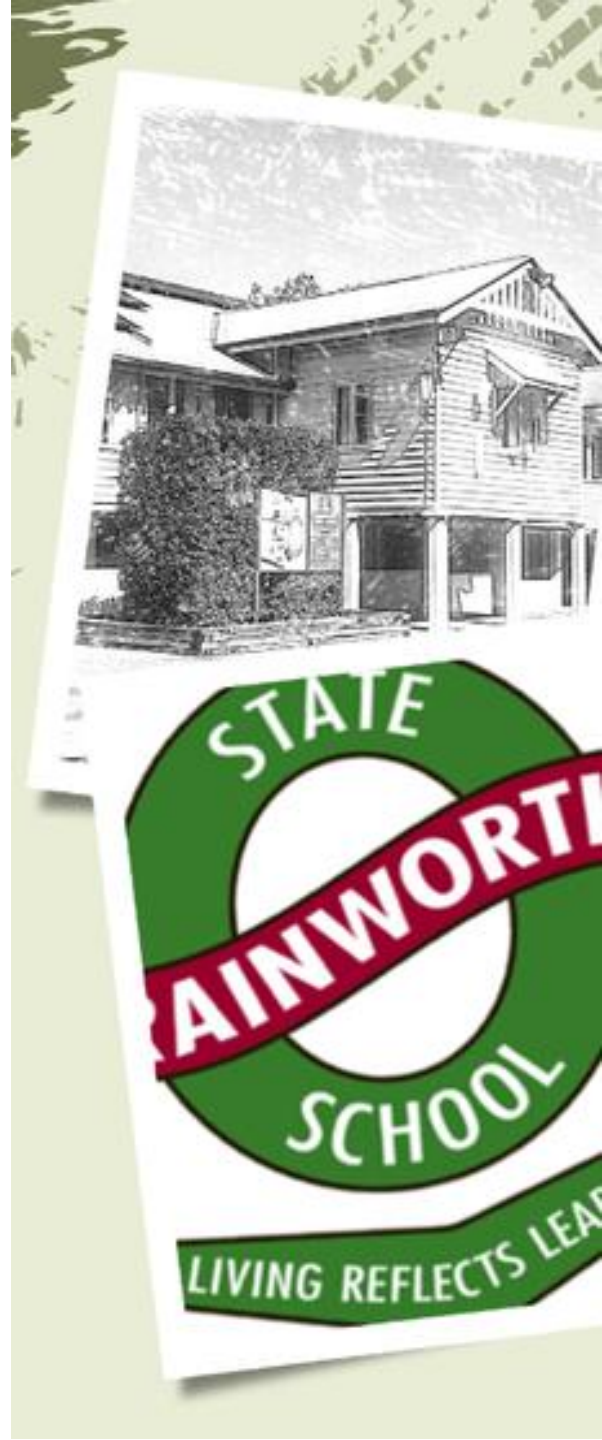
Parent Information Session

Welcome

KINDNESS

BE RESPECTFUL	<ul style="list-style-type: none">Treat people, property and the environment with care and respectCommunicate with others appropriatelyBe ready to learn and let others learn
BE RESPONSIBLE	<ul style="list-style-type: none">Follow adult instructionsThink before you speak and actAccept responsibility for your actions
BE SAFE	<ul style="list-style-type: none">Move safely through the school environmentUse equipment safelyKeep hands, feet & objects to yourself

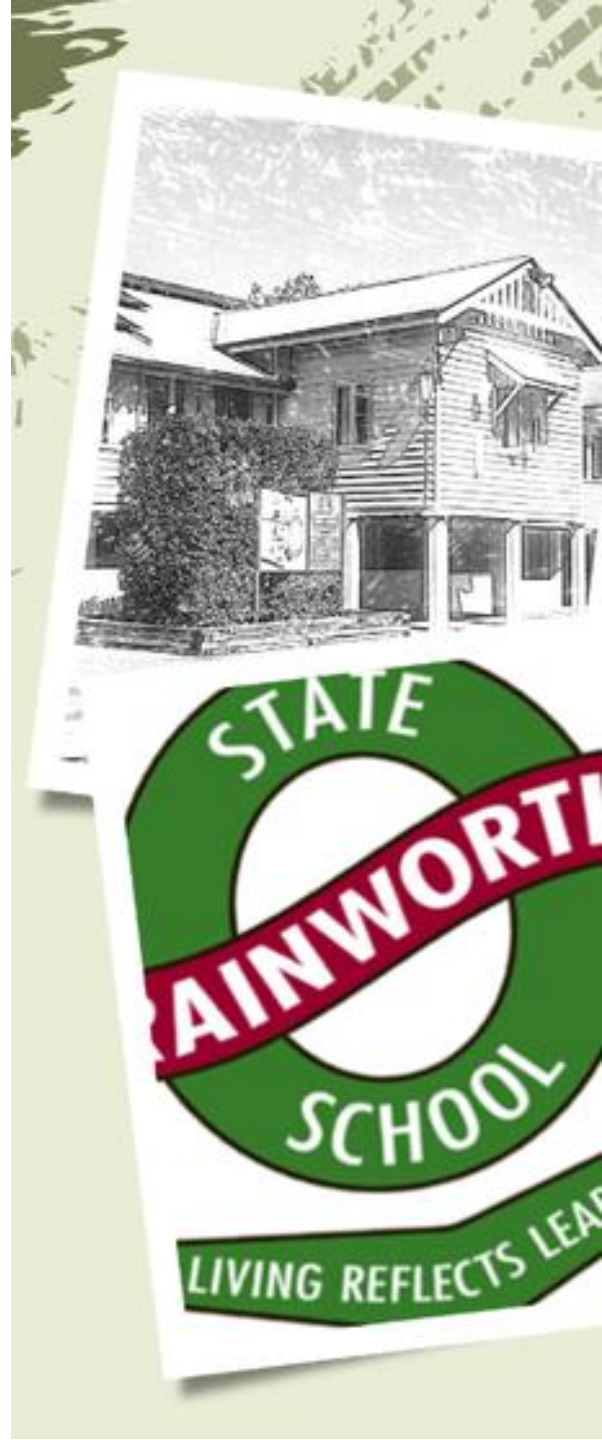
Reading @ Rainworth 2026



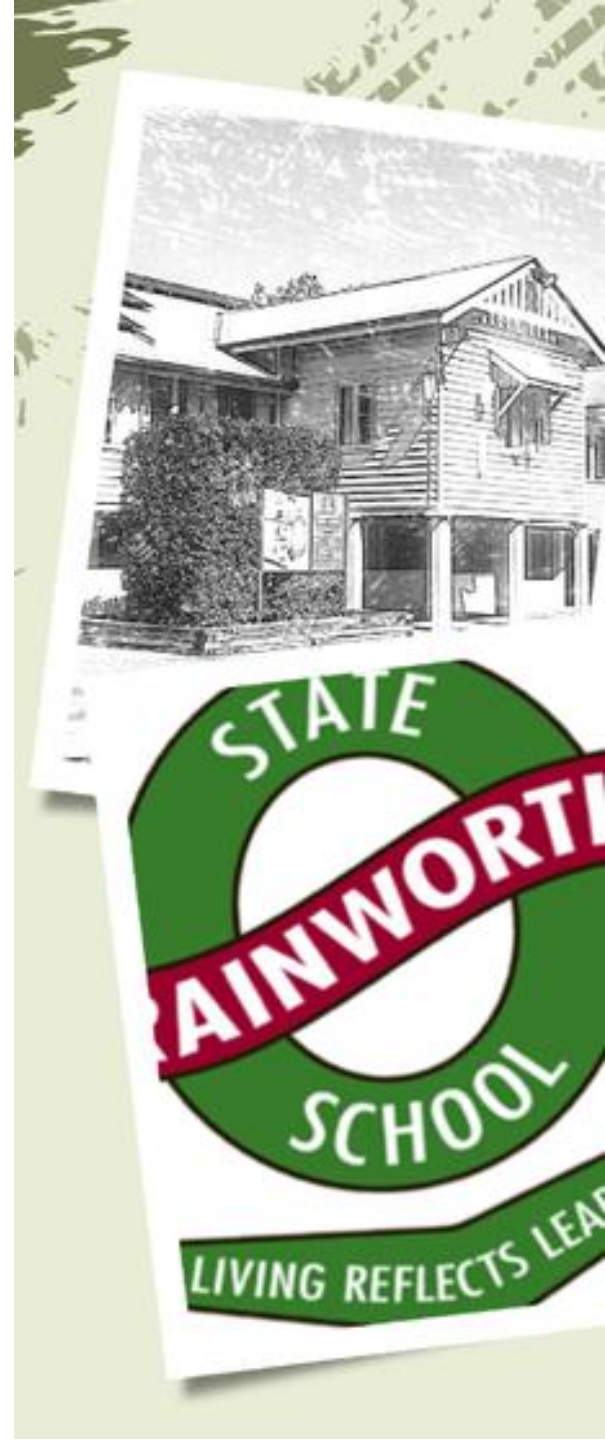


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PADLET



tvenu2
3 days ago

What is one reading memory from your childhood that has stayed with you?

tvenu2
3 days ago

What challenges or success have you noticed when you are supporting your child's reading at home?

tvenu2
3 days ago

Thoughts / questions

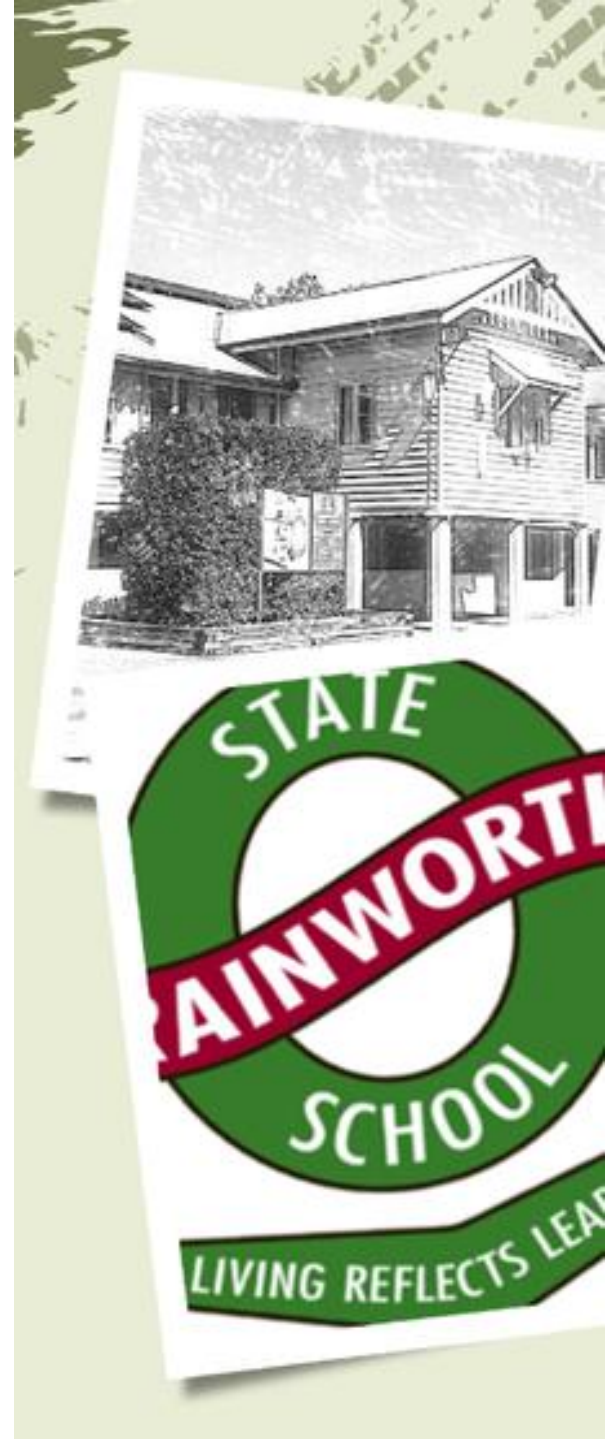
tvenu2
3 days ago

Are you confident at home reading with your child?

PADLET

KINDNESS

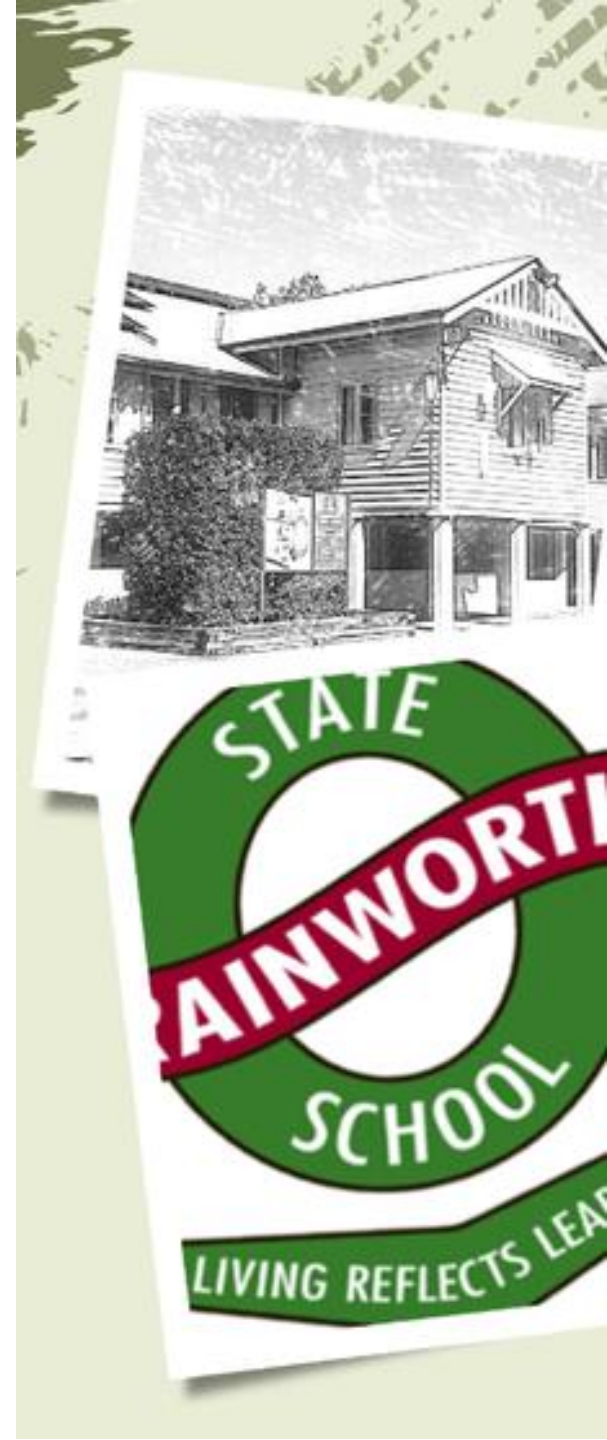
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What are the component skills of reading?

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- Oral language
- Phonological Awareness (and phonemic awareness)
- Phonics (alphabetic principal)
- Vocabulary
- Fluency
- Comprehension (world knowledge)



Reading at home



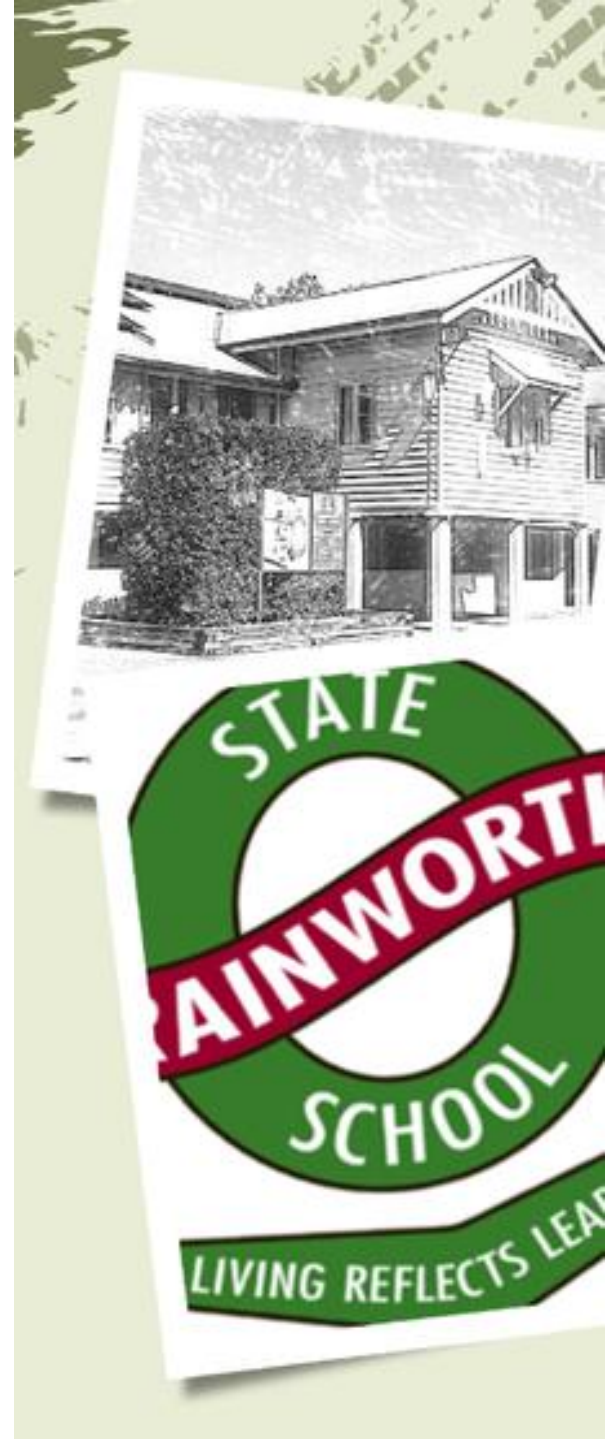
Prep & Year 1

Home readers usually match the sounds covered in class.
Decodable Readers – These books are not ‘levelled’

Year 2

Decodable Readers
Natural Readers
Chapter Books

Reading at home is for consolidation of sounds, building automaticity and fluency as well developing comprehension.



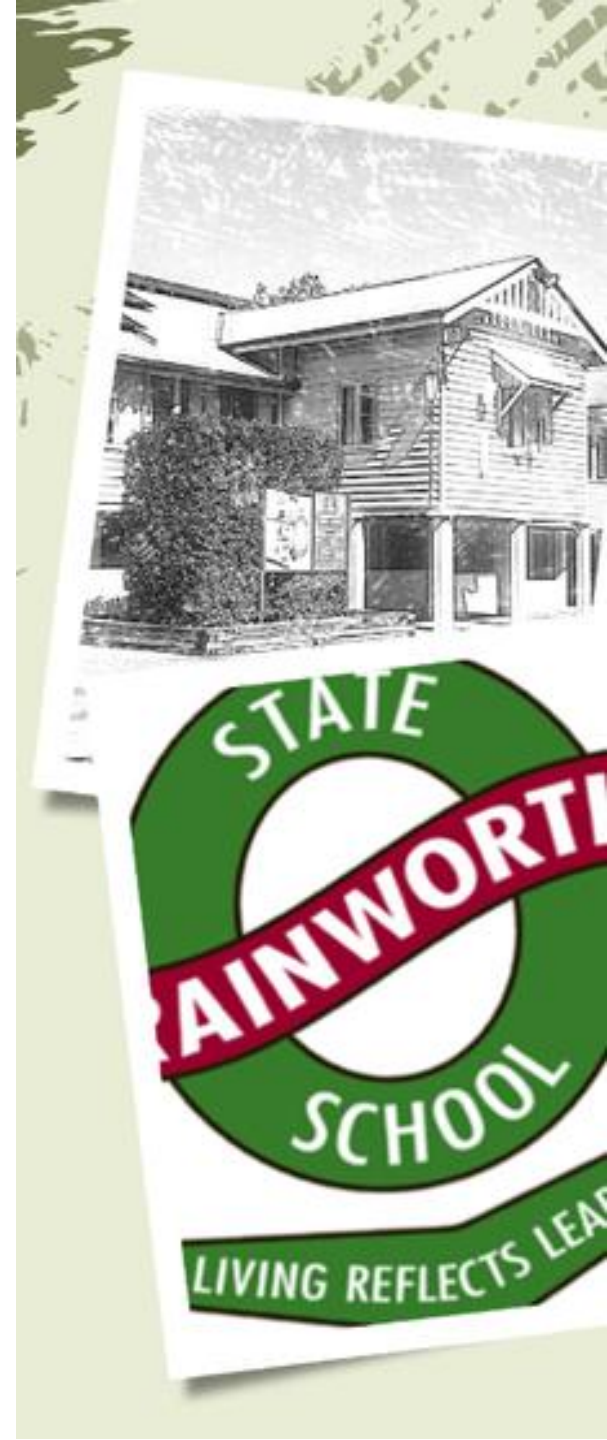
Reading at home



- Complete home reading at a time that suits your child
- Make it fun
- Share the load – take turns e.g. one line each, one page each
- If they come across an unfamiliar word, ask them to ‘use their sounds’. Give them some time to decode it, if they can’t, give them some clues e.g. what is the first sound

Remember

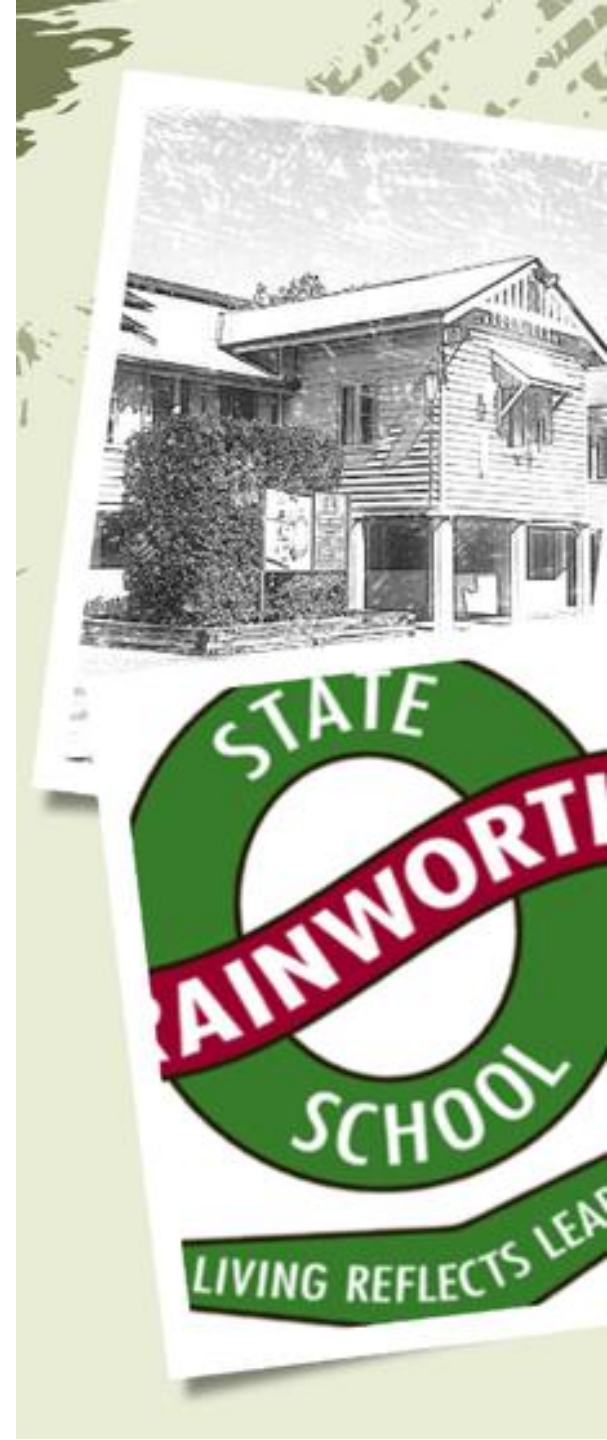
- Reading aloud to your child shows
 - how reading aloud should sound (fluency/expression)
 - building vocabulary knowledge (ask what they think the word means)
 - Discuss and describe the picture in your mind of what the story is about
 - Draw a picture together of a main character or the setting (building comprehension skills)
- Just because they can read doesn’t mean you have to stop reading aloud to your child
- If you notice any concerns, please reach out to the classroom teacher



The teaching of reading



Prep – Year 2	Year 3 – Year 6
Whole Class InitialLit Program	Whole Class Dialogic Reading
Intervention Programs MiniLit Sage Read3 Repeated Reading	Intervention Programs MacqLit Repeated Reading

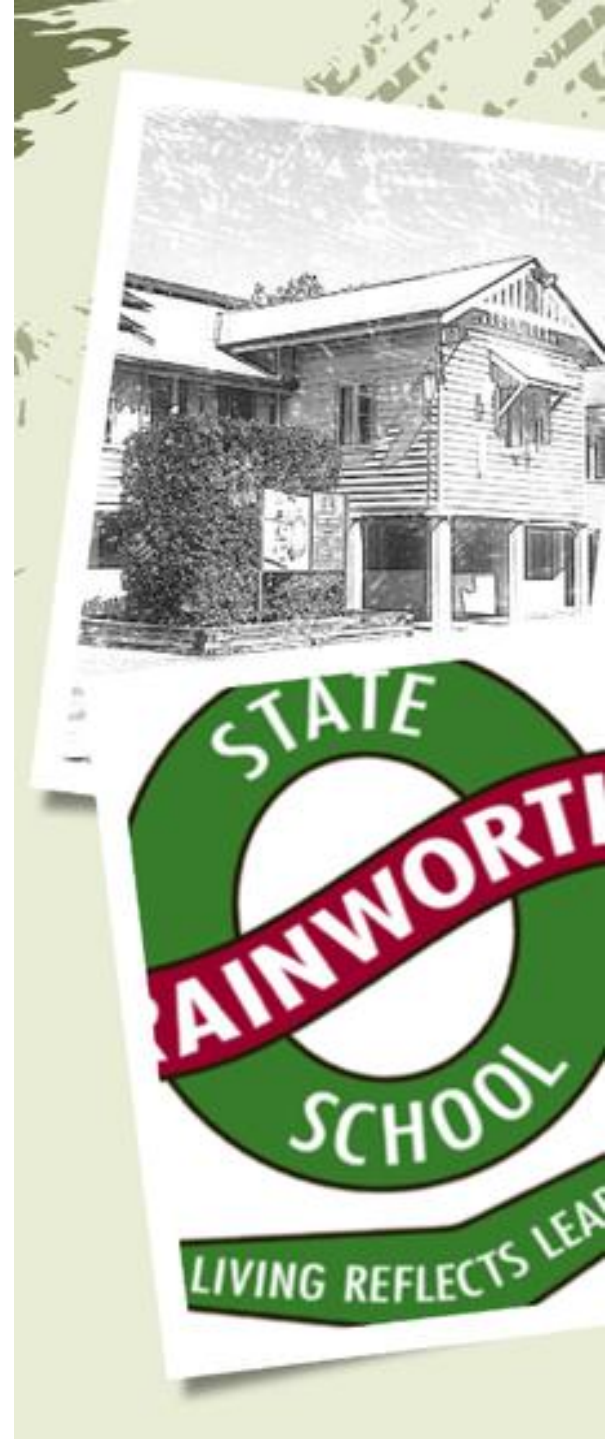


InitialLit – whole class program



- Learning to read is a complex process
- InitialLit is a comprehensive whole class program taught in a systematic and explicit way
- Scientific evidence of how children learn to read and the most effective ways of teaching them – Macquarie University

All teachers are on the same page across each cohort in Prep – Year 2

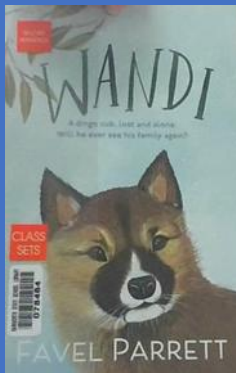


Whole class dialogic reading



Year 3 Term 2: Whole Class Reading Overview

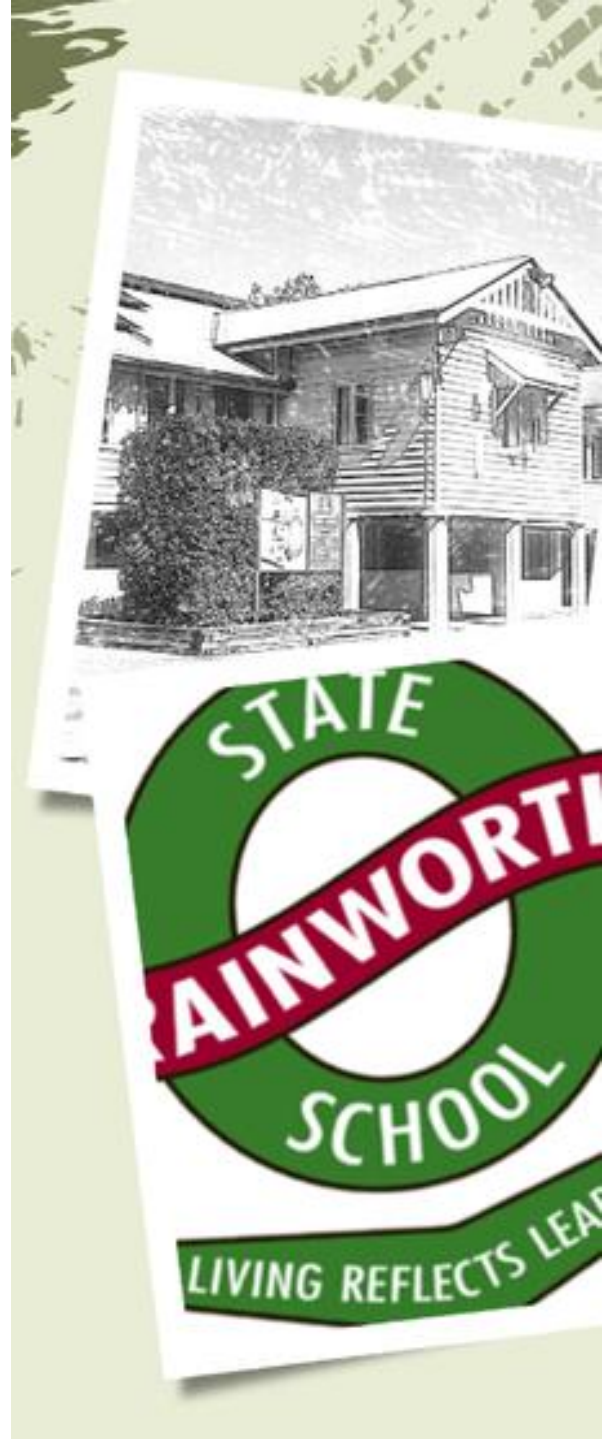
	DAY 1	DAY 2	DAY 3
Text	Introduction day	Zooming In	Zooming Out
Story	<p>Prior knowledge. THINK, PAIR SHARE: What do we know about ...</p> <p>Vocab spotlight: ...</p> <ul style="list-style-type: none"> Whimper Streamed Boulder <p>Fluency - Read the text together (T reads all eyes on the text)</p> <p>Check for understanding.</p> <p>Retell, remember facts or summarise the text.</p> <p>What is the main idea of Chapter 3?</p> <p>How do you know? What parts of the text let you know that?</p>	<p>Vocab spotlight: ...</p> <ul style="list-style-type: none"> Whimper Streamed Boulder <p>Fluency (5 mins) Oral Cloze, T. reads and leaves one word out of each sentence – students follow and add missing word orally)</p> <p>Review the vocab and their meanings by giving a definition and guess the word.</p> <p>Reread the text focus on author's use of different lines – why did the author change lines for each new sentence? Repeated words – what words are repeated? (Up, up, up almost almost) Why do you think the author repeats the words?</p>	<p>Vocab spotlight: ...</p> <ul style="list-style-type: none"> Whimper Streamed Boulder <p>Fluency 5 mins Buddy reading – read text in pairs, half page each.</p> <p>WALT/WILF</p> <p>Review what we looked at last lesson.</p> <p>Comprehension focus – “He stopped struggling, stopped fighting”</p> <p>Why do you think Wandi did this? What evidence from the text led you to believe this? Use the QAR inference chart stored on Rainworth Whole School Curriculum – Reading page.</p>



Wandi by Favel Parret

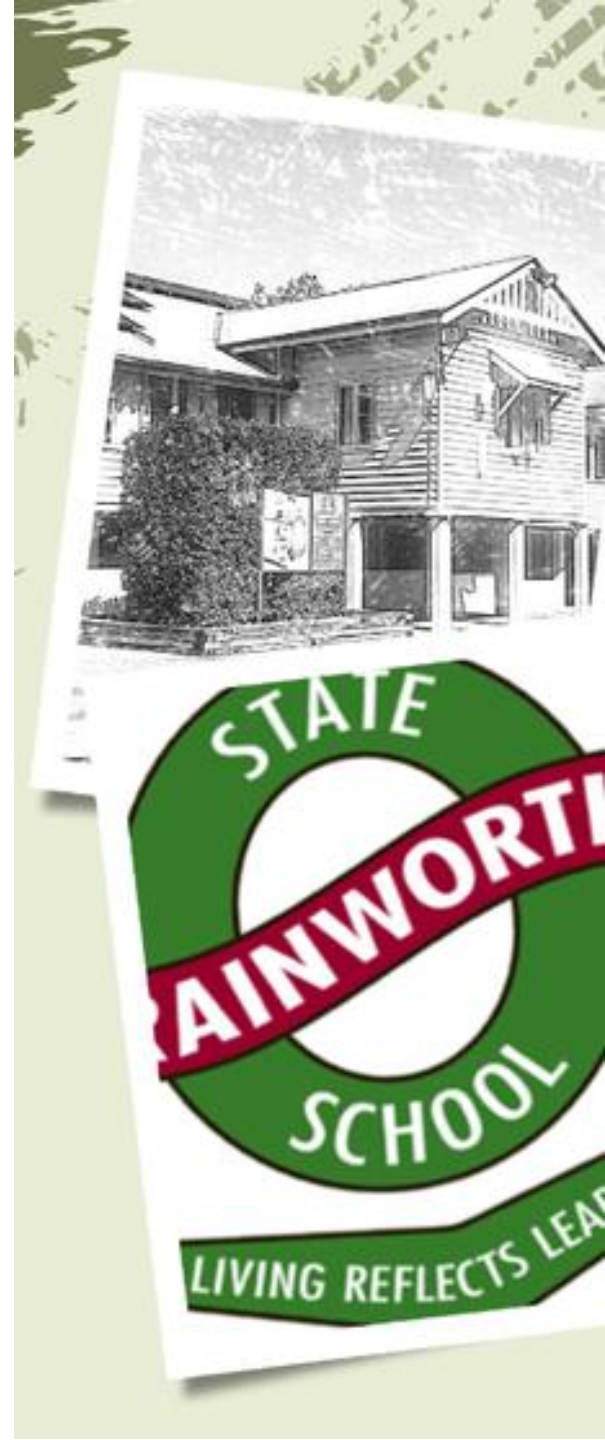
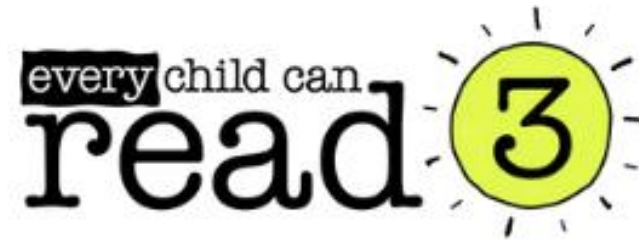
Chapter 3

(Photocopy the chapter – one per child or one per pair)



Intervention programs

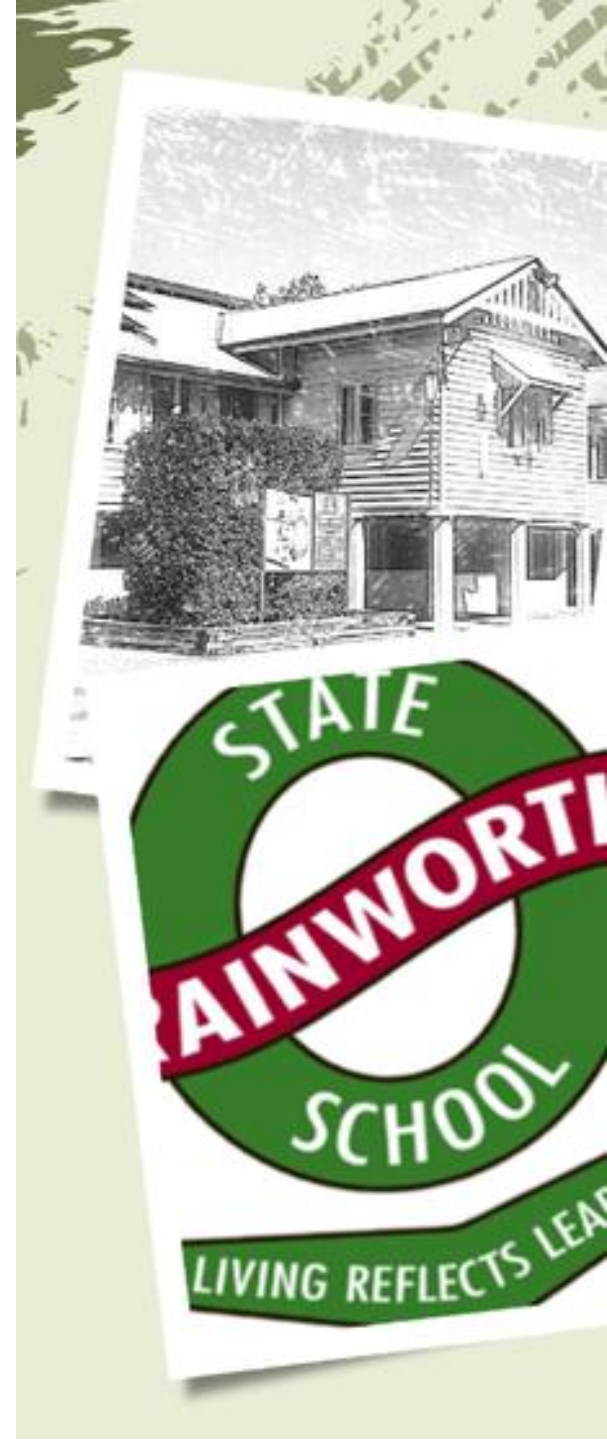
Tier 2 & Tier 3



Read3



- A targeted solution for children who fail to respond to other literacy interventions.
- Read3 was developed by a SLP in response to 20 years of clinical experience working with children with severe literacy challenges.
- By working on three core areas, in an integrated way, Read3 systematically builds a strong reading circuit.
 1. Continually strengthen phonological awareness
 2. Build strong letter sound links
 3. Improve Reading fluency



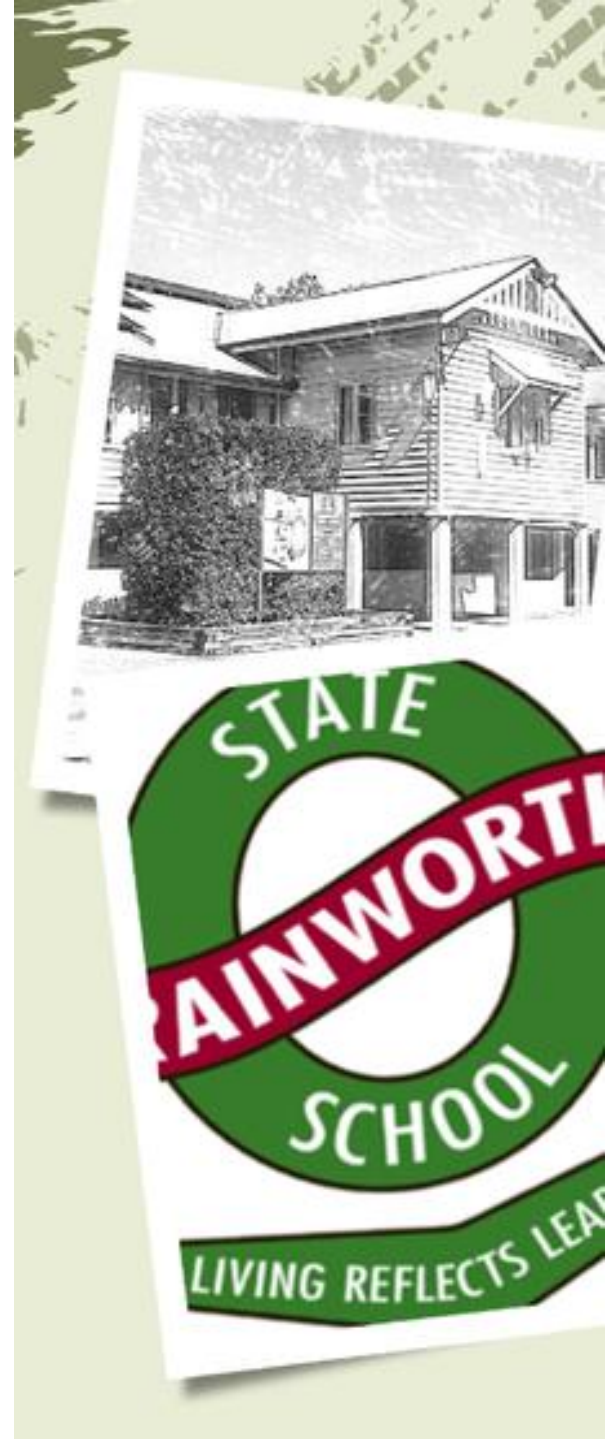
Repeated reading



- Repeated Reading is an effective, evidence-based fluency intervention and is for those students where fluency needs further developing
- Several important characteristics of a Repeated Reading
 - Modelling of fluent reading
 - Positive feedback and correction
 - Goal setting, reinforcement, and self-monitoring
 - Previewing potentially unknown words before reading
 - Prompting students to focus on pace and meaning as they read

At least three repetitions of the same text (standard Repeated Reading)

This strategy can be implemented at home as it is a short and sharp exercise.



Questions / Thoughts



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