



Beginning Home Reading

Dear Parents/Guardians,

Until students build a bank of easily recognised words and sufficient decoding skills for successful reading, we use picture books, mostly without any text, for home reading.

The purpose of the textless storybooks is to encourage imagination in children as well as to teach them the value of illustrations in books, both for pleasure and to provide clues about the story. This process also encourages them to 'have a go' as there are no right or wrong answers. It provides opportunities to take risks!

Because you and your child are working together, a partnership for learning is created, which is very beneficial to your child who will appreciate the interaction.

If your child struggles, help them so they learn how the structure of a story works.

Usually there is an introduction to characters, the setting, the time and place – *who, what, when, where*.

This is followed by the plot, a 'happening' of some description – *what, why*.

The story ends with the solving of that 'happening' - *how*.

If your first language at home is not English and your child has difficulty making up the story in English, please use your first language.

Home Reading Procedure

One book goes home every week.

- Monday:** Tell the story to your child, using the pictures as a guide. If there is some text, you may wish to read it on the first night. When the story telling is finished ask your child questions about the story – who, where, when, what happened, how did it end? If the book is a longer one, do half the first day and finish it the second day.
- Tuesday:** Tell the story again using pictures only, and your own words. It can be the same story or something different, but still keep it in line with the pictures.
- Wednesday:** You and your child become joint readers, creating the story for alternating pages. You tell the story for the first page. Your child tells the story for the next page and so on. Again, you can both stick to the same storyline or vary it.
- Thursday:** Your child looks at the pictures and is the storyteller for the entire book. If your child experiences difficulties, offer assistance. Gradually he or she will want to be the full-time story teller.

Textless books by title, author and publisher

1, 2, 3 to the Zoo

Eric Carle
PaperStar

The Adventures of Polo

Regis Faller
Roaring Brook Press

Anno's Journey

Mitsumasa Anno
PaperStar

Belonging

Jeannie Baker
Walker Children's Paperbacks

Bow-Wow Bugs a Bug

Megan Montague Cash and
Mark Newgarden
Harcourt Children's Books

Do You Want to Be My Friend?

Eric Carle
HarperFestival

Flotsam

David Wiesner
Clarion Books

Fly, Little Bird

Tina Burke
Puffin Books

Hug

Jez Alborough
Walker Books

Leaf

Stephen Michael King
Scholastic Australia

The Grey Lady and the Strawberry Snatcher

Molly Bang
Simon & Schuster Children's Publishing

Moonlight

Jan Ormerod
Frances Lincoln Children's Books

The Other Side

Istvan Banyai
Chronicle Books

Peep

Kevin Luthardt
Peachtree Publishers

The Red Book

Barbara Lehman
Houghton Mifflin Harcourt

The Secret of Love

Sarah Emmanuelle Burg
Minedition

Sidewalk Circus

Paul Fleischman and Kevin Hawkes
Candlewick Press

Tall

Jez Alborough
Walker Books
Candlewick Press

Tuesday

David Wiesner
Clarion Books

Where Is the Cake?

T.T. Khing
Abrams Books for Young Readers

Window

Jeannie Baker
Walker Books

Sunshine

Jan Ormerod
Frances Lincoln Children's Books

Goldilocks and the Three Bears

Barbara Mitchelhill and Michelle Mathers
Collins Big Cat

Little Red Riding Hood

Katherine McEwen
Collins Big Cat

How to Make a Pizza

Zoe Clarke and Steve Lumb
Collins Big Cat

How to Make a Scarecrow

Kim Wilde
Collins Big Cat

Stripes

Monica Hughes
Collins Big Cat

Oh Dear Me, I'm Late for Tea!

Alison Hawes and Mike Phillips
Collins Big Cat

Stop That Robot!

Alison Sage and Gary Dunn
Collins Big Cat

My Party

Maoliosa Kelly and Steve Lumb
Collins Big Cat

The Big Turnip

Monica Hughes and Lisa Williams
Collins Big Cat