**Would you like your child to be a good reader?**

Reading is a skill and like throwing, catching, kicking or striking a ball it takes daily practice to improve. The more you practise the better you become at that skill, in this case reading. Think of the number of hours children spend practising their sporting, dance or musical skills. The same is needed for reading skills.

**But don’t they read at school?**

Yes your child will read at school every day but not in a 1:1 situation for a 10 minute period (there are between 20-30 students in a class. If they read for 10 mins each = 3hr20min- 5hours. The school day is 4hrs 45mins.). It is daily reading for 10 minutes in a 1:1 situation that is needed to make a real difference to reading. At school the students are taught the skills and the strategies both to read and comprehend. At home they need to practise using those skills and strategies taught at school in a 1:1 situation. The oral reading in a 1:1 situation also practices pronunciation and increases vocabulary knowledge, fluency and phrasing. **It is a totally different skill to silent reading**.

**What happens if my child does not read at home each night?**

Have you heard of the Matthew Effect? The term is used to describe a phenomenon that has been observed in research on how new readers acquire the skills to read: early success in acquiring reading skills usually leads to later successes in reading. While failing to learn to read well before the third or fourth year of schooling may be indicative of lifelong problems in learning new skills. **This is because children who fall behind in reading would read less, increasing the gap between them and their peers**. For example, a good reader by the end of Kindergarten will read approximately 200 words in 10 mins x 4 nights. That is 800 words a week more practice than a non-reader at home. Over a year this equals 40 000 more words. By Year 6, the gap is even greater. A good reader in Year 6 will read approximately 1400 words in 10 minutes x 4 nights – 5600 words a week and over a year 280 000 more words than a non-reader. **Later, when students need to "read to learn" (where before they were learning to read), their reading difficulty creates difficulty in most other subjects. In this way they fall further and further behind in school, dropping out at a much higher rate than their peers.**

**In short, the Matthew Effect means the” rich get richer”- (those who read daily) and the “poor get poorer” (those who do not read daily) as the gap continues to widen over time.**

**Daily oral reading is a part of our homework for very good educational reasons.**

**ACTION: Please try to listen to your child/ren read aloud 4 nights per week.**

Kind Regards

Susie Boyle, Principal