Dear Parents/Guardians,

Welcome back to term 1! This term in reading, the Junior School team are beginning to use the classroom structure called "Daily Five". Soon your child will be talking about "The Daily Five" at home. The purpose of this letter is to explain/remind you of what The Daily Five is and what you should expect to see at home.

**The Daily Five**

The Daily Five is a literacy structure that teaches independence and gives children the skills needed to create a lifetime love of reading and writing. It consists of five tasks that are introduced individually. When introduced to each task, the children discuss what it looks like, sounds like, and feels like to engage in the task independently. Then, the children work on building their stamina until they are successful at being independent while doing that task.

These are the five tasks:

- Read to self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

When all five tasks have been introduced and the children are fully engaged in reading and writing activities, teachers are able to work with small groups and confer with children one on one. This structure is effective, the results are amazing, and the children really look forward to Daily Five time. Ask your child about Daily Five and see what he/she has to say. We anticipate your child will tell you about the class stamina, how we are working towards independence, and maybe you will even hear about some of the fantastic things your child has written, read, or listened to during our structured reading time.

**Building Stamina**

Many parents are amazed to hear their child speak about building "stamina". It's not a typical word you hear young children say. When we begin teaching The Daily 5 parts, the first time we model, instruct, and demonstrate how to do this skill, the students start on their own for around 4 minutes. Every day we add to that time, eventually building their stamina up to 25 minutes. Some days we may only get to do 20-30 minutes depending on special activities, assemblies, or holiday events. The students "build stamina" for each of the Daily 5 parts.

Please feel free to contact your classroom teacher with any questions you may have.

Thank you for your continued support.

Mia Young, Michaela Jeanes, Angelique Lowe, Emily Foley, Sarah Head
Junior School Team
**Daily Five structures and supports**

To help you support your child at home it is important you can link the reading experiences that occur at school with your child's home reading. Below are some of the terms we have been using at school that will help you understand the parts of Daily Five. An important strategy to support home reading is ‘**Three ways to read a book**’. This should be practised regularly.

The **IPICK** and ‘**5 finger test**’ are the building blocks of finding ‘**Good Fit Books**’.

**Read to Self**

The best way to become a better reader is by practising each day, with books the students choose and are a "Good Fit”

**Work on Writing**

Just like reading, the best way to become a better writer is by practising writing regularly

**Read to Someone**

Partner reading allows for more time to practise strategies, helping to build fluency, check for understanding, hear their own voice and time to share in this learning community.

**Listen to Reading**

Hearing good examples of literature and fluent reading expands your vocabulary, builds stamina and helps you become a better reader.

**Word Work**

Expanded vocabulary and correct spelling allow for more fluent reading and writing thus speeding up the ability to comprehend what is read and get thinking down on paper.

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I **PICK "Good Fit Books"**

The students are taught from day one about choosing and selecting books that are just right for their reading level. They are called "**Good Fit Books"**.

1. **I** pick a book
2. **P** urpose (What's my purpose for choosing this book? )
3. **I**nterest (Does this book interest me?)
4. **C** omprehend (Can I comprehend what I'm reading?)
5. **K** now (Do I know most of the words?)

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**Three Ways to Read a Book**

1. Read the pictures (Use the pictures to predict what the story might be about)
2. Read the words (Read the story/information in the book.)
3. Retell the story (Retell the events in sequence or summarise the book)