



Reading Record Comments

Listed below are some examples of comments which may help support parents and adults when writing in the children's Individual Reading Records.

- **Be Positive** – reading should be a lovely, fun experience
- **Be Specific** – what did the child do well that should be praised?
- **Be helpful** – what is the next step for that child?

Word Reading	Comprehension	Expression/ Prosody	Engagement	Genre
<ul style="list-style-type: none"> • Read all the words correctly and fluently. • Read familiar words independently. • Tried hard to decode new words. • Worked out new words by segmenting and blending. • Self-corrected own errors independently. • Read the book fluently. • Found the following words tricky _____ • Needed support to recognise the following phonemes _____ 	<ul style="list-style-type: none"> • Understood the story well. • Good discussion about events in the story. • Retold the story in detail. • Able to predict what might happen next. • Could talk about the story confidently. • Was able to summarise what has already been read. • Could identify the characters in the book. • Answered questions about the content of the book. • Continue to work on developing understanding of the story • Needed lots of support to recall the main events. • Found it difficult to answer retrieval questions. • Used deduction skills to predict that _____. • Noted that the author had chosen to use the word _____ to make the reader think/feel _____. 	<ul style="list-style-type: none"> • Can read aloud with good pace and accurate fluency. • Reads with expression and engages the reader. • Uses intonation in her voice, responding appropriately to punctuation: question marks, exclamation marks, speech marks. • Read aloud and used appropriate tone and volume. When reading aloud, ___ takes account of the punctuation in the text. • Read aloud, showing awareness of the listener through the use of _____ pauses/giving emphasis/keeping _____ an appropriate pace, so as to maintain the readers interest/add humour 	<ul style="list-style-type: none"> • Can confidently talk about the book/poem/information. • Could listen to other people's opinion about a book. • Prepared a poem/passage to read aloud and perform. • Chooses to read additional materials other than his reading book. • Developed a preference for reading _____(text/author) • Is keen to find out more about the author/poet that they have read (give examples). • Talked widely about the author and the types of books they write. Explained that he liked reading books by _____ because _____. 	<ul style="list-style-type: none"> • Discussed _____ the fiction/poetry/play/non-fiction/reference text and noticed that..... • Discussed how a non-fiction book is structured and how it helps the reader. • Commented on the structure/presentation of the text. • Explained organisational features in narrative/explanation/persuasion text, noting _____.
				Errors
				<ul style="list-style-type: none"> • Can independently self-correct mistakes in reading by _____.