

Commenting on my child's reading... RECEPTION

Listed below are some examples of comments which may help when writing in your child's Reading Record.

When hearing children read, our golden rules are:

- Be Positive – reading should be an enjoyable 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	Book Talk and Engagement
... recognised the following tricky words on sight.....	.. talked about the main characters saying	... really enjoyed reading today. His / her favourite part was when
... segmented (broke down the sounds in the word) and blended (put the sounds together) to read the word ...	.. described the setting in the story saying it was	... read with increased attention for minutes.
... recognised the phoneme / digraph (two letters making one sound ff) ...	... can retell the story in a simple sequence.	... is not enjoying this book.
... recognised the sounds in the word but struggled to blend them. When reading hat, he said hap.	... could answer a who/what/when/where question telling me	... is finding this book tricky.
... used his / her phonics skills to decode the following words	... read page ... again to understand what had happened.	
... read the words ... , and well but is finding the word tricky.	... asked about the book.	



Commenting on my child's reading... YEAR ONE

Listed below are some examples of comments which may help when writing in your child's Reading Record.

When hearing children read, our golden rules are:

- Be Positive – reading should be an enjoyable 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	Book Talk and Engagement
... recognised the following words on sight.....	.. showed a good understanding of the text.	... really enjoyed reading today. His / her favourite part was when
... segmented (broke down the sounds in the word) and blended (put the sounds together) to read the word ...	.. discussed the story, characters or setting well.	... read with increased attention for minutes.
... recognised the phoneme / digraph (two letters making one sound ea aw, oi) ...	... can retell the story.	... asked the following questions about the story or character...
... recognised the sounds in the word but struggled to blend them when reading the words and	... could find information in the text to answer questions starting with who, what, when, where or why words.	... has an increased confidence in reading.
Super smooth reading (read sentences without having to segment and blend).	... knew and explained the meaning of the word	
... read the words ... , and well but is finding the word tricky.	... could use clues in the text to suggest how a character is feeling.	



Commenting on my child's reading... YEAR TWO

Listed below are some examples of comments which may help when writing in your child's Reading Record.

When hearing children read, our golden rules are:

- Be Positive – reading should be an enjoyable 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	Book Talk and Engagement
... self corrected his / her own errors independently.	.. showed a good understanding of the text.	... really enjoyed reading today. His / her favourite part was when
... segmented (broke down the sounds in the word) and blended (put the sounds together) to read the word ...	.. picked out favourite words from the text.	... read with increased attention for minutes.
... recognised the phoneme / digraph (two letters making one sound ea aw, oi) ...	... can summarise the story and explain why he / she enjoyed it.	... asked the following questions about the story or character...
... reads those words with unusual spelling accurately such as Christmas, gnome, knit etc.	... could find information in the text to answer questions starting with who, what, when, where or why words.	... has an increased confidence in reading.
Super smooth reading (read sentences without having to segment and blend).	... knew and explained the meaning of the word	
... read the words ... , and well but is finding the word tricky.	... could use clues in the text to suggest how a character is feeling.	



Commenting on my child's YEAR THREE reading... YEAR FOUR

Listed below are some examples of comments you may wish to use when commenting on your child's reading.

When hearing children read, our golden rules are:

- Be Positive – reading should be an enjoyable 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 and Fluency	Comprehension	Book Talk and Engagement
... self corrected his / her own errors independently.	.. can identify the main idea in the text.	... talks confidently about the books and poems read.
... uses phonics skills to read unfamiliar words.	... made some good predictions about what will happen next.	... read with increased attention for minutes.
... takes note of the punctuation when reading aloud.	... can summarise the story and explain why he / she enjoyed it.	... asked the following questions about the book.
... reads words with unusual spelling accurately e.g. scheme, brochure, league, fascinate and vein.	... suggests that the character might be thinking/ feeling because	... is now keen to read
.... reads with expression and engages those listening.	... knew and explained the meaning of the word	
... can read fluently.	... could retrieve information about ... in non fiction books.	



Commenting on my child's reading...

YEAR FIVE

YEAR SIX

Listed below are some examples of comments you may wish to use when commenting on your child's reading.

When hearing children read, our golden rules are:

- Be Positive – reading should be an enjoyable 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 and Fluency	Comprehension	Book Talk and Engagement
... self corrected his / her own errors independently.	.. can identify significant ideas, characters and events.	... read fluently, taking note of any punctuation.
... reads unfamiliar words on sight such as drawing on their knowledge of similar words.	... made plausible predictions about what will happen next using evidence in the text.	... read with increased attention for minutes.
... takes note of the punctuation when reading aloud.	 can justify his / her inferences about characters' thoughts, feelings and motives using evidence from the text.	... asked the following questions about the book.
... uses knowledge of phonemes to pronounce words correctly.	... links this book to others he/she has read, world events or their own life experiences.	... is now keen to read
.... reads with expression and engages those listening.	... was able to different strategies to suggest the meaning of the following word:	
... can read fluently.	... uses skimming and scanning to find answers and retrieve information from the text.	

