

Reading Record Comments in 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 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?

Happy reading everyone!

Word reading

- * Understands that the words on the page carry meaning. He pointed to the word and said_____.
- * Recognises and reads on-sight key words: I, a, the, to, no
- * Noticed that the words _____ begin with the same sound.
- * Recognised the sounds _____.
- * Fred Talked 3 sounds in words but struggles to blend the final sound: hat he said hap.
- * Fred Talked the sounds in _____ and blended them accurately.
- * Reading cvc words applying set 1 sounds: _____.
- * Reading simple sentences, decoding words using phonics skills.
- * Beginning to notice 'special friends' in words: ee, oo, ay
- * Reading words with 'special friends': feet, moon, way
- * **Read a range of familiar and common words and simple sentences independently. (give example)**
- * **Uses phonics skills to decode unfamiliar words: _____.**
- * **Accurately segmented and blended words with 4 sounds (ccvc/cvcc): give examples.**

Comprehension

- * Used the illustration to support his understanding, saying_____.
- * Described the setting in the story saying it was _____.
- * Described the (event) in the story today explaining_____.
- * Talked about the main character _____ saying_____.
- * Could explain what happened at the start/middle/end of the story. (give examples)
- * Could retell the story in a simple sequence.
- * Used the language pattern in the story to retell key events. (give example)
- * Predicted how the story might end saying_____.
- * After reading, could recall from the story that_____.
- * Showed good understanding of the text.
- * Could answer a who/where/what/why question about the story, telling me_____.

Book handling

- * Holds the book the correct way up and turns the pages correctly.
- * Holds the book carefully.
- * Accurately follows the words with his finger, while the adult reads the words.
- * Starts reading in the correct place and follows the words from left to right.

Expression

- * Read one word at a time.
- * Spotted a full stop in the text.
- * Understands that we pause when we see a full stop.
- * Read loudly and clearly.

Engagement

- * Enjoyed reading the book and talking about his favourite part being_____.
- * Beginning to choose different types of books to read.
- * Talked about his favourite book saying_____.
- * Read with increased attention for _____ minutes.
- * Explained that the illustration showed_____.

Support

- * Joined in with Humpty Dumpty/We're going on a Bear Hunt filling in the missing words. (give examples)
- * Joined in with the story today as I read to him.
- * Adult segmented the word _____ and he oral blended the word accurately.
- * Could segment the word _____ but needed support blending.
- * Needs encouragement to use his phonics to segment.
- * Segmenting independently the words:_____.

Genre

- * Noticed that the story had a rhyming pattern. (give examples)
- * Interested in the illustrations and talked about_____.
- * Chose a non-fiction book and told me facts _____.
- * Could talk about the front cover and predict that the book might be about_____.