

Reading Record Comments in KS1

Listed below are some examples of comments which may help support parents and adults when writing in the children's Individual Pupil Planners. All statements are relative to Y1/2, however the **red** comments are more specific to Y2.

When hearing children read, the 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

- * Read these key words independently: then, are, said.
- * Recognising and applying the aw, oi, ar sound/split digraphs in words.
- * Blending sounds together to read unfamiliar words.
- Read words with 's, es, ing, ed, er, est endings.
- * Read multisyllabic/compound words by splitting into syllables: thunder, pocket, farmyard, football.
- * Worked out new words using phonics/picture cues/the whole sentence/ the first sound.
- * Read one word at a time.
- * Could decode technical vocabulary in non-fiction texts.
- * **Read words with common suffixes.**
- * **Read words accurately with unusual spellings: Christmas, giant, race, gnome**

Comprehension

- * Showed good understanding of the text.
- * Able to predict what might happen next in the text.
- * Discussed the story and characters well.
- * Could retell the main events.
- * Could tell me these facts from the information book: _____.
- * Could work out the meaning of technical vocabulary in non-fiction.
- * Could talk about how characters would feel/relate to each other.
- * Knew and explained the meaning of the word: _____.
- * Could retrieve information from the text to answer questions (give example).
- * Could use simple inference skills using the pictures/events/characters actions to suggest that _____.
- * **Could summarise the whole story and explain why he enjoyed it.**
- Commented on how suspense/humour is built up by _____.**

Expression

- * Read with fluency and confidence.
- * Read at a steady pace.
- * Read with expression.
- * Read one word at a time.
- * Identified a full stop in the text.
- * Paused appropriately at full stops/commas.
- * **Changed volume/expression when seeing an exclamation mark.**
- * **Added intonation to voice when reading a question.**
- * **Was able to take into account " " and changed voice into a character.**
- * **Adds to the meaning of the text using expression and intonation.**

Engagement

- * Read for 20 minutes tonight, fully engaged with the book.
- * Could say what he liked/disliked about the story (give example).
- * Enjoyed the story in this book and talked about the characters.
- * Enjoyed finding out about _____ in this non-fiction book.
- * Asked many relevant questions about the story and characters.
- * Commented on how it reminded him of _____.
- * **Enjoyed the story and has read more books by the same author at home.**
- * **Explained that this was his favourite type of book because _____.**
- * **Said his favourite word/phrase on the page was _____ because _____.**

Errors

- * Self corrected his own errors independently.
- * **Realised the sentence didn't make sense and re-read accurately and independently.**

Support

- * Able to read this book with some support.
- * Able to read with lots of help.
- * Able to read this book independently.
- * Needed encouraging to use his phonics to decode words.

Genre

- * Able to identify the type of text (fairytale, story, information etc)
- * Could identify the title of the book and explain what an author does.
- * Could discuss/use the glossary/contents/**heading/chapters**/index pages appropriately.
- * Could discuss the layout of the page and how it affects the reader.
- * Could predict that the book was a non-fiction using the photographs and title as clues.
- * **Could explain the difference between a fiction and a non-fiction book and say how they are organised.**

