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_____.