

Reading Record Comments in Years 3 and 4

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

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 Y3/4 common exception words independently: accident, arrive, famous etc.
- * Read words with the common prefix _____ and explained that it meant _____. (un-, dis-, mis-, in-, il-, im-, re-, sub-, inter-, anti-, super-, auto-)
- * Read words with the common suffix _____ and explained that it meant _____. (-ly, -ation, -le, -ally, -sion, -sure, -ture, -ous)
- * Read words with the 'k' sound, spelt 'ch,' and discussed the unusual spelling: Christmas, scheme, character, chemist
- * Read words with 'sh' sound, spelt 'ch,' and discussed the unusual spelling: Chef, machine, brochure
- * Read words with 'g' sound, spelt 'gue,' and discussed the unusual spelling: league, tongue
- * Read words with 's' sound, spelt 'sc,' and discussed the unusual spelling: Science, scene, fascinate
- * Read words with 'ay' sound, spelt 'ei/eigh or ey,' and discussed the unusual spelling: vein, weigh, eight, obey

Comprehension

- * Can identify that the main idea of the text was _____.
- * Could retrieve information about ____ from the non-fiction text (give examples).
- * After reading he asked questions about the text to find out _____.
- * Read the start of the story and predicted _____.
- * Used the text that he's read so far to predict that what might happen next is _____.
- * Suggested that the character might be feeling _____ because _____.
- * Suggested that the character might be thinking _____ because _____.
- * Discussed the characters motives for _____ might be _____ because _____.
- * Used the dictionary correctly to investigate the meaning of the word _____.
- * Talked about the impact of the word/phrase _____ on the reader, suggesting _____.
- * Talked about the meaning of the word _____ using the context of the book.
- * Using the text he justified that the character might be feeling _____ because _____.
- * Used deduction skills to predict that _____.
- * Noted that the author had chosen to use the word _____ to make the reader think/feel _____.

Expression

- * 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, he 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.

Engagement

- * 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 _____.

Errors

- * Can independently self-correct mistakes in reading by _____.

Genre

- 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 _____.

