

Reading Record Comments in Years 5 and 6

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 Y5/6 common exception words independently:
accommodate, exaggerate, guarantee 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)
- * Talked about the unusual spelling of the word _____, noting where they occur in the word.
- * Read unfamiliar word _____ drawing on knowledge of the similar word _____.
- * Used combined knowledge of phonemes and word derivations to pronounce the word correctly e.g. arachnophobia, audience
- * Used skimming/scanning of the page to find out information about _____.

Comprehension

- * Made predictions about _____.
- * Identified that one of the significant ideas in the text was _____.
- * Identified the significance of the character _____ was _____.
- * Identified the significant events in the text were _____.
- * Identified the use of figurative language in the story (give examples)
- * Identified the use of idiomatic (native expressions) language in the story (give examples).
- * Explained that the author chose adjectives/similes/ personification to make the reader think/feel _____.
- * Explained that the character was feeling/thinking _____ and this was inferred by the action _____.
- * Identified that the characters motives were probably _____ due to the action _____.
- * Justified his inferences about _____ using evidence from the text.
- * Summarised the main points of the text.
- * Discussed the context of the text (historical/cultural) and how it effects the reader.
- * Gave his opinion about the text stating _____ because _____.
- * Agreed/disagreed with the characters actions because _____.
- * Compared the book to _____ because _____.
- * Thought this book was different/similar to _____ because _____.
- * Compared and contrasted the two characters _____ stating _____.

Expression Engagement

- * Prepared and learnt the poem _____ by heart.
- * Read aloud to an audience showing understanding and an awareness of the audience through intonation/tono /volume/actions.
- * Listened to others ideas about the story and agreed/disagreed/added _____.
- * Presented an overall summary of the text.
- * _____ re-read and read ahead to check for the meaning of the word _____.
- * Read fluently, using punctuation to inform meaning (give examples).
- * Recommended the book _____ because _____.
- * Raised queries about the text, wanting to find out _____.

Genre/features

- * Talked about myths/legends/traditional tale stories from different cultures and explained their features.
- * Identified the purpose of the _____ (non-fiction) text, explaining some of it's features are _____.
- * Identified the use of rhetorical questions in the text (give examples) and explained the impact on the reader was _____.
- * Identified the use of varied sentence lengths in the text and explained the impact on the reader was _____.
- * Identified the use of varied sentence starters in the text and explained the impact on the reader was _____.
- * Explained the difference between fact and opinion explaining that _____.
- * Discussed the use of formal language in the text explaining _____.

