 **St. Luke’s guide to help with writing comments in your child’s home reading record**

 Pick a different focus each time (engagement, fluency, word reading or comprehension)

The statements below are just a guide, please feel free to change the words and write what best suits your child’s experiences when reading. The expectation is that your child reads at least 3 times a week. Thank you for your support in helping your child to read.

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| **Engagement/Attitude and Fluency** | **Word Reading (decoding)** | **Comprehension (understanding)** |
| * Excited and motivated to read today
* Talked about the pictures
* Enjoyed the story as it reminded them about …
* Loves books about …
* Struggled to concentrate
* Would not read book tonight
* Caused an argument as they did not want to read
* Did not enjoy the book because…
* Needs to re-read the book when more focussed
* Enjoyed learning new facts about …
* Happy to read this book and loved the character of …
* Read the book in two halves and enjoyed it more the second time
* Good focus and concentration today
* Keen to read as likes …
* Wants to re-read the book lots as loves the story
* Would benefit reading the book again to build fluency
* Read a couple of pages at a time
* Slow reading – sounded out lots
* Fluent reading with expression for different characters
* Prompted to re-read with expression
* Found this book too hard/easy to read and lost interest
* Loves book by this author
 | * Read all of the words correctly
* Found some words difficult to read such as e.g. \_\_\_\_\_ and \_\_\_\_\_
* Able to sound out new words by fred talking/spotting special friends c-oa-t
* Self-corrected words that they read wrong the first time
* Couldn’t remember some sounds in words e.g. ay in the word play
* Missed/said the wrong sounds when reading e.g. ed
* Changed words/sounds when reading
* Broke up a long word into parts
* Tried hard to sound out new words
* Read accurately and confidently using the punctuation/following with finger
* Read at speed without looking at the punctuation correctly
* Guessed words by looking at the first sounds or pictures
* Used picture clues to work out new words
* Lots of new words read, needs to re-read for practice.
* Self-corrected own errors after reading the sentence
* Made a number of errors because not looking at the words/special friends carefully enough
* Needed lots of help to sound out new words
 | * Understood the story well – linked to own experience/books/film
* Could describe the events in the story well
* Described the story in detail
* Able to predict what might happen next
* Could talk about the story with confidence
* Could describe the characters actions and feelings
* Able to answer: who, what, where and when questions – flicked back in book
* Needs to re-read book to gain understanding
* Needed lots of help to understand the vocabulary and story
* Did not understand what they read
* Able to summarise the page/chapter
* Able to answer why questions
* Could explain the meaning of words in context e.g. \_\_\_\_\_\_
* Used the pictures to answer questions and not the words
* Asked questions to understand the story further or asked about key vocabulary
* Used the index/contents in non-fiction
* Discussed both the story and characters in detail
* Found evidence in the text
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