A rainbow and a cross on a book

Description automatically generatedA rainbow and a cross on a book

Description automatically generated **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 |