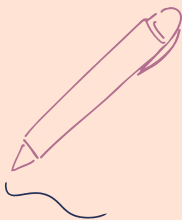


What should I  
write in my child's  
Reading Record  
Book?



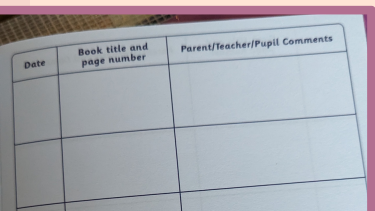
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When your child brings a book home from School they usually will also receive a Reading Record Book alongside it too.

The Reading Record is a place for you to record the read and most Schools invite you to make a short comment.

*But what can I write?*



Date	Book title and page number	Parent/Teacher/Pupil Comments



Scroll on to  
find out!

You may receive two types of book home over the course of a week and may be asked to keep the same book for a few days at a time.

**1** Decodable Book- this is very closely matched to your child's current reading ability. Children should be secure with the graphemes within the book and be able to read the book pretty fluently (no need to 'sound out' the large majority of the words)

**2** Story/Library Book - a book to share together. This is to develop a love of reading. Your child will NOT be expected to read the words in this themselves.

The type of book that your child brings home, and the number of times you've read it, can then impact the comment you make.

# Decodable Books

This is the book that will be matched to the Phonics scheme that the School is using and your child's reading ability.

If you have this book for a number of days you could make a comment for each read based on a different reading skill.

Read 1 - comment on the use of Phonics

Read 2 - comment on fluency and expression

Read 3 - Comprehension skills

If you only have the book for two days then combine read 1 and 2

The Reading Record is your chance to communicate to the teaching staff and tell them how your child got on with the book. If you can be a bit more specific with your comments then it will help staff ensure the decodable books are closely matched to your child's reading ability and inform their teaching.




*Read well!* They read the book almost fluently only stopping to sound out the word 'time'

The more specific comment above will notify staff that your child needs further practice with split digraphs

# Decodable Book - Read 1

## Use of Phonics

 Stopped to 'sound out' [insert word]

 They read most of the words fluently  
except [insert word]

 They struggled to segment and blend  
[insert word]

 Identified a [insert grapheme] within the book

 Identified [insert familiar word] independently

 self corrected when reading [insert word]


read the whole book accurately and confidently

# Decodable Book - Read 2

## Fluency and Expression

 Paused at the full stops

 They gave the characters different voices

 They knew which words to add expression to because of the exclamation mark

 Read the book at a faster pace this time







 Used really good spoken expression

 Knew when to pause in the story to add effect

 Struggled to concentrate today

# Decodable Book - Read 3








## Comprehension

-  We had a good discussion about the events in the story
-  They were able to talk about how the characters were feeling and why.
-  Retold the story in the correct order
  -  They were able to answer lots of my questions about what was happening
-  Able to predict what happened next
  -  Talked about how they would do things differently



# Story/Library Book

Use any of the comments from the previous slide and...

-  We looked up some of the other books the author had written
-  We shared the book together before bedtime
-  They noticed it was a similar story to...
-  They predicted what might happen in the story by looking at the front cover
-  They wanted to retell the story in their own words by looking at the illustrations
-  We discussed the title, spine, covers, blurbs
  -  Their favourite part was...



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