Reading Record Guidance

Look at the pages in the centre of each record for extra support, including:

- Top Tips for the reading helper
- Checking understanding guides
- Phonics guides
- Year group word lists
- Spelling, grammar and Punctuation support

What is a reading record?

Pupils receive their first Reading Record in Reception, and then these are replaced each time a child completes one, as they travel through school. The reading records are a place to log and track reading at home.

How often do I/ does my child need to write in the record?

We ask that parents/ older pupils make at least three entries a week, however you are more than welcome to make more. Reading a little every day is the ideal when it can be managed.

What can we read?

Pupils in Reception, Year 1 and Year 2 have access to their **Reading Practice Book** electronically and they bring a **Reading Sharing Book** home for parents/carers to read to them. In addition, we encourage other books and texts to be read to children of this age for example books at home, comics, recipes, leaflets, poems.

Towards the end of Year 2 to Year 6 children bring home a **Reading Practice Book** and a **Reading for Pleasure (Sharing) Book.** The reading for pleasure book may need to be read to the child. E-books are also available on Bug Club. In addition, they can log books they have read which you have a home and anything else they have read, for example, newspapers, recipes, instruction leaflets, comics, and brochures.

What do I need to include?

Include the name of the text and the pages you have read. For longer texts you can have as many entries for the same text as you need.

Do we need to fill in the boxes at the bottom of the page?
Filling in the word boxes at the bottom of the pages will greatly support your child's reading development. These consist of:
• New sounds I have spotted (e.g. night rain)
• Tricky words, or words to practise
• Tricky words, or new words I have learned

What do I write in the comments box?
 Here are some examples of what could be written in the comments box: Younger pupils…
• Jack read this book without any support
• Jack read this book/page with expression and meaning • We talked about the meaning of the word _____
• Jack could blend all of the words on pages 1-6
• After reading we practised the word _____
• Jack could tell me the main character was _____
• Jack's favourite part was _____ because _____
• After looking at the front cover, Jack predicted the book would be about _____
• Jack could tell me what had happened in the story when I asked
• Jack could tell me….

Moving on to…
• Today I found out……
• I liked/didn't like… because….
• A question I have after my reading today is…..
• A word I asked for help to read was _____
• I found out that the word….. means……
• I know (character name) felt _____ because_____
• I found this simile _____

Moving on to include…..
• I like the way the writer….
• This book make me realise….
• The most important thing about this book is….
• If I were (name of character), I would (wouldn't) have
• What happened in the book was very realistic (unrealistic because)
• I agree (disagree) with the writer about…
• I think it is a good (strange/misleading) choice because…
• A better title for this book would be … because..
• In my opinion, the most important word/ sentence/ paragraph I read today is… because…
• If I could talk to (name of character), I would say…
• The book is similar to (different from) other books I have read because…
• The book is similar to (different from) other books by this writer because…