

Reading Diary Comments

Ensuring that comments are constructive and encouraging without sounding too repetitive can often be very difficult. Here is a list of collective comments and phrases to help you respond to your child's progress.

Please remember that these are only suggested comments and ideas. You may or may not choose to use them. The list is by no means exhaustive and comments can be modified, extended and personalised. Some comments refer to specific story-books, words, sounds and letters. This is for illustrative purposes only and should be replaced with details to reflect your child's own reading experience.

- It was such a pleasure to listen to Jane read. She was able to identify and read the words independently.
- He spotted a full stop!
- Read the book enthusiastically, clearly and with understanding.
- Fluent and confident, showing enthusiasm and enjoyment.
- Confused "b" and "d" sounds at the beginning of the word "dig" but self-corrected when read within the context of the sentence. Wonderful! "
- Recognised the exclamation mark!
- The tools on page 8 helped us to explore the story further.
- Tends to mistake "was" with "saw."
- Loved the pictures and we enjoyed discussing them together.
- Anne is now recognising words far more easily.
- She found the word "after" very tricky.
- He is very aware of punctuation including speech marks!
- Wow! First story read to the end with no help whatsoever.
- Found this book quite easy.
- Could you please review the level of her book as she found it quite challenging.
- This series is proving to be the most challenging so far. Mary is learning new words every day and is thoroughly enjoying the adventure theme.
- She is beginning to discuss the book.
- John, I am thrilled with your reading. You are a super reader!
- Read effortlessly!
- We looked at the title and Mary felt that it did not fit the book!
- Mary was totally absorbed in her reading.
- We recorded Mary reading on tape and played it back. She loved listening to herself read.
- Read at a steady pace.
- Grandma was over the moon when she heard Jane read!

- I am delighted that his reading confidence has increased leaps and bounds!
- Predicting what will happen next proved challenging so we started the thinking process for him. He then had a go himself.
- Tim, you read the book at a lovely pace and effortlessly. You are now a better reader than me!
- She is making wonderful progress with her reading and amazes me with how she is tackling harder words.
- Whilst drawing the picture, she was keen to show the naughty side of the character!
- Noor was pleased that the ending was happy!
- Anne enjoyed the story and was keen to tell me about her own experience of starting school.
- John was upset when Grace could not find her Mum in the story but was relieved when they were reunited at the end.
- Really impressed! You should feel very proud. It was an absolute pleasure listening to you read.
- Lovely reading and only a little help needed today!
- Read beautifully with lots of expression and clearly distinguished narrative from dialogue. Brilliant!
- Needed a little encouragement this evening to remain focussed.
- Wonderful! Made extremely good attempts at 'sounding out' unfamiliar words.
- Asked many relevant questions about the story and characters - great!
- Anne really enjoyed this book set by the sea. It reminded her of the Lighthouse Keeper books which we have read at home.
- Rahim particularly enjoyed reading this book and looking at the illustrations.
- He has read more books by the same author at home.
- Very little help needed today. Remembered many of the letter sounds and read lots of words independently.

Comment ideas for a child's Reading Record

Listed below are some comments which may help you when writing in a child's Reading Record to describe how and what they have read.

To build a realistic picture and encourage each child appropriately, it is essential to record both positive and developmental comments which will help them improve. The statements below are just a guide; please feel free to alter the wording and write what best suits the reading experience.

- Read familiar words independently (for example...)
- Struggled to sound out new words independently (for example...)
- Able to predict what might happen next in the text
- Showed a clear understanding of the text, responding to questions
- Summarised what he/she had read
- Read with clear expression/fluency
- Used punctuation to clarify meaning of the text
- Worked out new words independently/by sounding them out/with support
- Discussed the story and how the characters have changed
- Discussed the personality of a character with evidence (used a quotation)
- Self-corrected own errors independently
- Used picture clues to develop their understanding of the text
- Able to read this book but needed lots of help with vocabulary
- Discovered the meaning of a new word/words

Reading with a child - question prompts

Explain the meaning of words

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- What other words/phrases could the author have used?
- How has the writer made you and/or character feel ...happy/sad/angry/frustrated/lonely/bitter etc.?
- What other words/phrases could the author have used?

Retrieve and record information

- Where does the story take place?

- Who are the characters in the book?
- What do you think is happening here?

Summarise main ideas

- What's the main point in this paragraph?
- Can you explain why...?
- I wonder why the writer decided to...?

Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?

Predict what might happen

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

Explain how information is related

- Explain why a character did something.
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important?

Make comparisons within the text

- How is it similar to ...? / How is it different to ...?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?