

## Key to Individual Reading Record Sheets

### Beginner Reader Sheet

*This should be used for children who are reading decodable books*

	Comment (including response to next step)	Next Step
Date		
Title	<p>☺ Child has read the book confidently with very little or no support required</p> <p><b>G ✓</b> Child has shown a good understanding of the book.</p> <p><b>G ✓ ✓</b> Child has shown a particularly good understanding of the book, perhaps being very engaged in discussion about the book</p> <p><b>BI –</b> If the previous next step was a BI ask the child to practise reading that word and if they are secure with it put BI then the word then a tick or dot depending on how they read it eg <i>Bl cat</i> ✓</p> <p><b>TW –</b> If the previous next step was a tricky word ask the child if they can read that word and if they are secure with it put TW then the word then a tick or dot depending on how they read it eg <i>TW the</i> ✓</p> <p><b>HFW –</b> If the previous next step was a high frequency word ask the child if they can read that word and if they are secure with it put HFW then the word then a tick or dot depending on how they read it eg <i>HFW and</i> ✓</p> <p><b>V –</b> talk about the vocabulary in the next steps box to check if the child remembers what the word means</p>	<p><b>BI</b> If there were words that you've supported the child to blend put BI and then the word eg <i>Bl cat</i></p> <p><b>TW</b> If there is a tricky word the child needed support with put TW and then the word eg <i>TW the</i></p> <p><b>HFW</b> If there is a high frequency word the child needed support with put HFW then the word eg <i>HFW and</i></p> <p><b>V</b> If there is a word that you've talked about the meaning of with the child put V then the word eg <i>V curious</i></p> <p><b>RR</b> If the child needs to re-read pages or the book to develop their fluency indicate this with RR</p>

## Developing Reader Sheet

This should be used for children who are on Accelerated Reader

Date	ZPD	Title				Quiz Score
Word Reading		Comprehension				Vocab:
R	Ph	I	P	AQ	E	
P		S	C	MC	S	Next Steps

### Word Reading

The letters in the boxes refer to the fluency scale

R = rate

Ph = phrasing

S = stress

I = intonation

P = pausing

You don't need to fill these boxes in every session, but every few sessions would give an overview as to if their fluency is developing. In the box you would just write a number to assess that aspect of fluency

1 = none

2 = little

3 = some

4 = most

### Comprehension

The letters in the boxes refer to the reading skills used in Destination Reader

P = prediction

I = inference

AQ = asking questions

E = evaluating

C = clarifying

MC = making connections

S = summarising

When you are talking about the book with the child you can use sentence stems from Destination Reader to support discussion. You would then fill in the box with a dot, tick or double tick. A dot shows that has been your focus skill but the child struggled with it. A tick shows that was your focus skill and they were generally ok with it. A

double tick shows that was your focus skill and the child has shown a particularly good understanding and you've had a good discussion with them.

### Next Steps

**BI** If there were words that you've supported the child to blend put BI and then the word eg *Bl cat*

**TW** If there is a tricky word the child needed support with put TW and then the word eg *TW the*

**HFW** If there is a high frequency word the child needed support with put HFW then the word eg *HFW and*

**V** If there is a word that you've talked about the meaning of with the child put V then the word eg *V curious*

**FI** If fluency is a focus to work on put FI followed by the aspect of fluency they need to work on

**Q** You can give the child a question you want them to think about as they read the next part of the text. Eg *Q how does the character feel in the next chapter?*

### Boxes under Word Reading and Comprehension

In here you can write a response to the previous next step or also put a  or G (see examples on beginner reading sheet)