

The Reading Diary is a place for you to communicate with the staff and tell them how your child got on with the book. If you can be specific with your feedback then it will help staff to ensure books are matched well with your child's ability and the sounds that they have been learning.

## DECODABLE BOOKS

This is the book that is matched to our phonics scheme. In school we call these 'Rhino Readers'. We encourage multiple reads of these books and you can record each one in your child's diary and comment on the following:

- Read 1: Comment on their use of phonics
- Read 2: Comment on fluency and expression
- Read 3: Comment on their comprehension

### EXAMPLE COMMENTS

#### PHONICS

- They stopped to sound out [insert word].
- They read mostly fluently apart from [insert word].
- They struggled to segment and blend [insert word].
- They identified [insert familiar word] independently.
- They identified a [insert grapheme] within the book.
- They self corrected when reading [insert word].
- They read the whole book confidently.

### KS1

#### WHAT SHOULD I WRITE IN MY CHILD'S READING DIARY?

#### FLUENCY & EXPRESSION

- They paused at the full stops.
- They gave characters different voices.
- They knew which words to add expression to because of the exclamation mark.
- They read the book at a faster pace this time.
- They used great spoken expression for dialogue.
- They knew when to pause in the story to add effect.
- They struggled to concentrate today.

## STORY BOOKS

Story books are given to children to share with parents.

These are choice books and as such are not matched to ability. These are sent home to develop a love of reading.

You can still utilise the example comments below and you could also use:

- We looked up some of the other books the author has written
- We shared the book together before bedtime
- They noticed it was a similar story to...
- Their favourite part was..

IDEALLY, CHILDREN SHOULD BE READ WITH AT LEAST TWICE WEEKLY

#### COMPREHENSION

- We had a good discussion about the events of the story.
- They were able to talk about how the characters were feeling and why.
- They retold the story in the correct order.
- They were able to answer lots of questions about what was happening in the story.
- They were able to make a plausible prediction about what might happen next.
- They talked about how they might change the story if they were the author.