

Strategy	Comments you could make in Reading Diary
Phonics! If they can sound the word out using the phonics they know then encourage this as the first strategy.	<p>Sounded out to read .....word</p> <p>Used the first sound of the word to read...</p> <p>Sounded out (add grapheme e.g. ea sh ng</p> <p>Sounded out these words using phonics.....</p> <p>Blended sounds together to read the words</p>
Use the picture as a clue (this is not cheating!)	<p>Looked at the picture to read an unfamiliar word.</p> <p>Talked about the picture and related it to a sentence.</p> <p>Used the beginning sound to recognise the picture.</p>
Use picture clues along with the initial letter in the word.	<p>Could sound out the beginning sounds of the words.</p> <p>Using the picture and the beginning sound could read the word...</p>
Predict what the word could be from the sentence it is in.	<p>Read the rest of the sentence and could then read an unfamiliar word correctly.</p> <p>Guessed a few words that would have made sense of the sentence.</p> <p>Read a sentence back to make sure it made sense.</p> <p>Self corrected him/herself when they read the sentence/word.</p>
<b><u>As reading skills develop</u></b>	
Reading from left to right and matches each spoken word to a written one	<p>Read a text out loud independently.</p> <p>Followed the text without missing a line.</p> <p>Could read frequent 'tricky' words.</p> <p>Could point out words and read them that he/she had found tricky .</p>
Recognise errors Re-read to correct and re-reading to check	<p>Realised a sentence didn't make sense.</p> <p>Read a word again that didn't make sense by sounding out.</p> <p>Repeated a sentence to check it made sense.</p>
Make meaningful but not always accurate guesses	<p>Guessed the end of a sentence.</p> <p>Could predict what might happen next.</p>
Read with expression	<p>Used inverted commas to add expression to the character's speaking.</p> <p>Shouted or whispered in line with the speech.</p> <p>Was so interesting to listen to as added expression.</p> <p>It was like listening to the radio, lovely expression.</p>
<b>As children progress further they:</b>	
Use punctuation	<p>Used the punctuation to add expression</p> <p>Paused at full stops</p> <p>Used the commas to pause.</p>
Follow print with their eyes	<p>Did not need to use his/her finger to follow the words/sentence.</p> <p>Turned the page at the right place when I was reading to them.</p>
Search for information in the print	<p>Could answer questions about the text</p> <p>Pointed to evidence in the text when I asked questions.</p>
Read more fluently	<p>Has made progress with fluency</p> <p>Confident, fluent reading</p> <p>The reading flowed and didn't sound like a 'robot.'</p>