



Completing Your Child's Reading Diary

When?

Your child's reading diary should be updated frequently – **at least three times a week**. They should bring their reading diary and book into school every day.

What?

Your child will be provided with a suitable reading book from school – once they've finished reading the book, they can exchange it for a new one.

How?

Adults or older siblings at home will need to complete a younger child's reading diary but children in Years 3 – 6 can also update their own.

The more information you provide in your child's reading diary the more we can support them with improving their reading at school.

Our highest achieving pupils are those who read every day!

On the next page are lots of ideas on how best to complete your child's reading diary.

Please do not hesitate to ask the adults working in your child's class if you would like any further advice or support with ensuring your child is reading regularly and that their reading diary is updated regularly.



Top Tips for Reluctant Readers

- Give your child lots of praise and attention when they do read.
- Offer your child a variety of reading materials – e.g. magazines, newspapers, websites, picture books, atlases, dictionaries and encyclopaedias.
- Listen to audio books with your child.
- Encourage reading at different times of day/week.
- Visit the library so your child can choose a book or audio book.
- Encourage your child to read to different adults (e.g. grandparents, aunts, uncles etc).
- Read aloud to your child and let your child see you reading – they'll follow your example.
- Let your child's teacher know.

Examples of the type of comments you can write in your child's reading diary are shown in the table and example reading record below. These are only ideas and of course you may think of other comments to share with your child's teacher.

In Reception-Year 2, parents must sign and date in each row, three times per week.

In Years 3-6, children can write their own comments as shown below; parents you must comment and sign once a week to indicate that your child has read at home three times a week either independently or to an adult.

Date	Book title and page number	Parents/Teacher/Pupil Comments
9.9.20	Red hat Rob	She read this very well. ✓
9.9.20	Where Bear?	We really enjoyed this book. Well done! ✓
16.9.20	Snow	Super confident at reading. Great job! ✓
16.9.20	Gorilla	We loved the pictures in this book. ✓
23.9.20	So Cool!	We found the red words tricky. OK thanks ✓
23.9.20	Mr Magnolia	We thought this book was very funny. ✓

Book *My name is Mina*
Author *David Almond*

Date & Page No. Pupil's Comments / Pictures

07.09.2020 *I'm so excited to read this prequel to David Almond's book Shilling.*

08.09.2020 *This writing style is unlike anything I've read before - it's set out like her diary.*

09.09.2020 *I read to Mum today & she liked the way that I changed my voice to represent different characters. 😊*

New Words
*• gizzard
 • shilling
 • starting bad
 • shimmering
 • shunning
 with a soft light*

Star Rating ★★★★★

Teacher's Comments *So read well and was able to use strategies to find the meaning of words & I*

Home Comments / Signature
Read well and enjoying their book 😊
Arch

Word Reading

- "Could read familiar words on their own"
- "Used sounds to work out new words"
- "Used the whole sentence to work out the meaning of the word"
- "Spotted the sounds 's', 'a' and 't' in the story"

Comprehension

- "Showed good understanding"
- "Could predict what might happen next in the text"
- "Discussed the characters and the story well"
- "They could retell the story in their own words"

Expression

- "Read fluently"
- "Read one word at a time"
- "Used full stops to pause"
- "Changed their voice for different characters"
- "Reading sounded robotic"

Engagement

- "Really enjoyed this book"
- "Hard to concentrate on this book"
- "Very engaged with the story"
- "Would not read tonight"
- "Grandma was so happy to hear him read"

Errors

- "Could correct their own errors by themselves"
- "Found it hard to realise their own errors"
- "Struggled to read words like..."
- "Keeps swapping 'saw' and 'was' around"

Support

- "Able to read this book on their own"
- "Found this book hard to read by themselves"
- "Able to read this book with some help"
- "Asked lots of questions about the meaning of the story"

Genre

- "Able to identify the type of text (e.g. fairy-tale/story/information text/poem/newspaper etc)"
- "Could use the glossary/contents page/index pages appropriately"
- "Was able to compare the story to another similar story we've read before"