

Reading behaviour analysis sheet

I Like to Play Level 2, emergent

Tick

Name: _____

Date: _____

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Repeats words or phrases
- Uses punctuation

Information sources used

— Miscues

- Were the miscues visual?
- Were the miscues syntactic?
- Were the miscues meaning based?

— Self corrections

- Were the self-corrections visual?
- Were the self-corrections syntactic?
- Were the self-corrections meaning based?
- Does the reader use all information sources?

Accuracy chart

Uncorrected miscues %

| | |
|----|----|
| 1 | 99 |
| 2 | 98 |
| 3 | 97 |
| 4 | 96 |
| 5 | 95 |
| 6 | 94 |
| 7 | 93 |
| 8 | 92 |
| 9 | 91 |
| 10 | 90 |

Comprehension:

Retelling

After the child has finished reading, ask: What was *I Like to Play* about?

Record details:

- Many facts
- Few facts
- No facts

Prompts

- What does the girl in the book like to play on? (L)
- Where is she playing? (Int)
- What things would you like to play on? (Infer)

Summary

Total miscues (uncorrected)

Accuracy %

Self-corrections

Retelling/comprehension (1–6)

Assessment for this passage

- Easy
- Instructional
- Difficult

Planning what the child needs to learn

Refer to the information on this sheet and the Record of reading behaviour. Is any further assessment required? If so, explore the resources in Chapter 8 'Teaching reading', pages 196–214 of *Developing early literacy: Assessment and teaching*, 2nd edn.

Teaching focus

Phonemic awareness

Phonics

Vocabulary

Comprehension

Fluency

What the child needs to learn next

Teacher _____