



Running Record Sheet

Child's name:

Date:

Tig in the Dumps

Band: Lime

Page no.	Text	Strategies used: Phonic (ph), Graphic (g), Syntactic (s), Contextual (c)
18	<p>He crouched behind the hedge at the end of next door's garden.</p> <p>Then he took out his football kit.</p> <p>Carefully, very carefully, he took off the frilly blue shirt. He folded it to put it in his bag.</p>	
19	<p>Have you guessed the plan?</p> <p>Yes! Tig was going to wear his football kit as his costume for Book Day. Then he was going to change back into the Little Boy Blue costume just before he</p> <p>went home for tea with Mum.</p> <p>That was his clever plan. Nobody would laugh at him and he wouldn't hurt Mum's feelings. Nothing could go wrong. (100 words)</p>	
Total miscues out of 100		

Accuracy table

No. of miscues out of 100	0	1	2	3	4	5	6	7	8	9	10
Accuracy rate %	100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%

Book level matching guidance

For children reading with:

- 96%-100% accuracy (4 or less miscues): The child can read this text independently and may be ready for the next colour band for guided reading sessions.
- 90-95% accuracy (5-10 miscues): The child can read this text with guidance and instruction. This is the *ideal band* for guided reading sessions.
- Below 90% accuracy (11 or more miscues): The child may struggle to maintain an understanding of this text within a guided reading session and may be better suited to a lower band.

Running Record Procedure

- Check that the child is ready and happy to proceed.
- Provide the child with the book. Introduce the book but do not describe the content.
- Explain that you are going to listen and make notes while the child reads to you.
- Allow the child to read. Only interrupt to give a word when the child has made a good attempt to read it. Make a note of strategies used to tackle tricky words.
- After reading, ask the child to tell you about the story, or to answer some questions about the story. Include recall and inference questions.
- Praise the child and thank them.

Running Record Assessment Key	
Accurate reading behaviour	Coding
No reading errors	Tick the word
Child self corrects the word/words	Write SC
Miscues	
Teacher tells the child the word	Write T above the word
Child omits the word	Write O above the word
Child inserts a word	Write the word above the text
Child substitutes a word	Write the word above the text
Child rereads a word, phrase or sentence	Draw an arrow around the reread text and indicate number of attempts