



Running Record Sheet

Child's name:

Date:

Spider's Big Match

Band: Topaz

Page no.	Text	Strategies used: Phonic (ph), Graphic (g), Syntactic (s), Contextual (c)
6	<p>"We're not playing that game any more, Spider," said Jason Best.</p> <p>"You're hopeless, Spider," said Kip Keen.</p>	
7	<p>The children didn't ask Spider to play any more. At breaktime, he just wandered around the playground, in a world of his own, daydreaming. He looked a real sight too. His clothes were a mess, his shoes were scuffed and his coal-black hair sprouted wildly from his head like the leaves of a spider plant. That's why his nickname was Spider. His real name was Spencer, but hardly anybody called him that. Even his mother called him Spider most of the time. He <i>(100 words)</i> was Spider McDrew, the hopeless case.</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