Reading behaviour analysis sheet

Sebastian Learns to Swim **Level 9, early**

◯ 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 this book *Sebastian Learns to Swim* about?
Record details:

◯ Many facts

◯ Few facts

◯ No facts

Prompts

◯ What did Sebastian need to do to learn to swim? (L)

◯ Who helped him to learn to swim? (Int)

◯ Why is learning to swim hard? (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	What the child needs to learn next
Phonics	
Vocabulary	
Comprehension	
Fluency	

Teacher _____