

**Name** \_\_\_\_\_

**Class** \_\_\_\_\_

**Date** \_\_\_\_\_

**My 'take home' PM reading level is:** **15** **16**



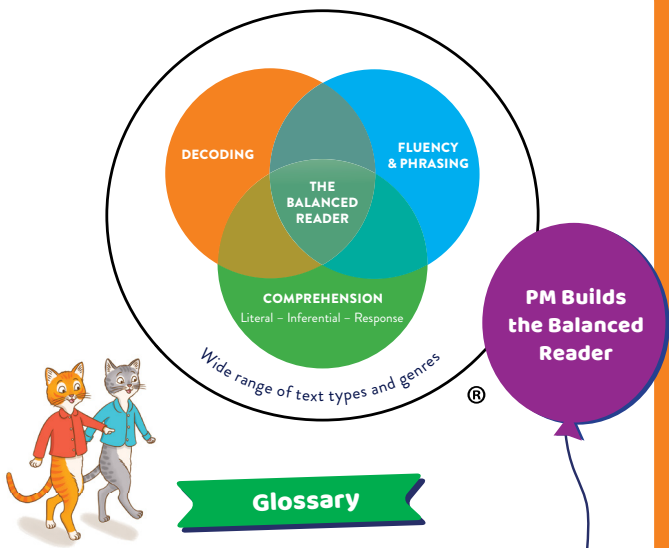
**TOO  
GOOD!**

I've been  
working hard  
to become a  
**BALANCED  
READER!**

**Could you please help me**

**practise and consolidate:**

- Looking at the book cover and reading the title
- Skimming through the book and deciding if it is fiction or non-fiction
- Identifying any new or 'tricky' words before I start reading
- Reading any new high-frequency words correctly
- Having a go at self-correcting a word or sentence
- Breaking down words into syllables to help me say them
- Reading sentences with fluency (like we talk), pausing at the full stops and commas
- Using the full stops and commas to help break down long sentences, so I understand each part
- Understanding that each paragraph and chapter has a new idea
- Checking that the story or information makes sense as I'm reading, by predicting what might happen next in the new paragraph or chapter
- Looking at photographs, illustrations and diagrams, and reading the contents page, captions, labels and glossary to help me make sense of the text
- Retelling the story or information to show my understanding



- **Comprehension:** the ability of a reader to make meaning from text using a set of skills and strategies.
- **Decoding:** when a reader uses their knowledge of letters and sounds, and letter patterns, to say and read words correctly.
- **Fluency and Phrasing:** when a reader uses punctuation to break text into meaningful segments and reads with appropriate pace.
- **Syllables:** single units of sounds within words. A syllable can have one or more letters, and words can have one or more syllables.

## Teacher's note

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