

RUNNING RECORD SHEET

Name: Lexie Date: 17-11-11 D of B: _____ Age: ___ yrs ___ mths

School: _____ Recorder: _____

Text Titles	Errors Running words	Error ratio	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional <u>Zac and the Ducks</u>	<u>78/9</u>	1: <u>8</u>	<u>87.5</u> %	1: <u>5</u>
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Error and Self-corrections

Cues used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy _____

Instructional Used meaning and structure information only.

Hard _____

Cross checking on information (Note that this behaviour changes over time)

Cross checked meaning and structure info with visual info. to self correct.

Count

Analysis of Errors and Self-corrections

Page	Title	E	SC	Information used	
				E MSV	SC MSV
	<u>Zac and the Ducks 4-78</u>				
3.	✓✓✓✓✓				
5.	✓✓ <u>THE</u> ✓✓ ✓ <u>R</u> ✓✓ ✓✓✓✓ ✓✓ <u>looking hungry</u>				(M) (S) ✓
7.	<u>Here are</u> <u>THE</u> ✓✓✓✓ <u>The ducks</u>				
9.	✓✓✓✓ ✓✓ <u>THE/MY</u> ✓				(M) (S) ✓

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
	↓ ✓ R ✓✓✓✓ ✓✓ <u>some</u> ✓ <u>the</u> <u>said</u> ✓✓✓✓ <u>for</u>	1		(M)S U	
13.	✓ <u>you</u> ^T <u>hungry</u> ✓✓✓	1		—	
15.	✓✓ <u>look</u> ✓✓ <u>to</u>		1	(M)S U	(M)S U
	✓✓✓✓ ✓✓✓✓✓				
16.	✓✓ <u>go</u> ✓✓ <u>are</u> ✓✓	1		(M)S U	
	Phrasing and fluency needs help. Slow, laborious reading - not joined up <u>at all</u> .				

Notes to accompany the running record of Lexie reading Zac and the Ducks.

Lexie was reading the book 'Zac and the Ducks' -PM photo story at reading recovery level 4 (red colour band). This was Lexie's first book at level 4.

Lexie has found the reading recovery series of lesson a challenge as she is a fragile learner. Unless certain she is making the correct response, she will retreat and refuse to engage with the learning process. This has presented some difficulties as we have proceeded and I have had to ensure that Lexie feels learning is easy because she has felt unwilling to take a risk.

As we undertook the running record together, I was leaving Lexie space to work on words because she needs to become a more active learner. Her default response when she is unsure is to look at me for confirmation. It is important that Lexie learns to monitor and confirm her own decisions. Thus, when she read the word 'Here' and asked 'Is it here?', I did not answer her question but reflected it back to her, so she was driving the decision. Unfortunately, it was an incorrect response but Lexie had a go and that is what I was aiming for.

Lexie demonstrated during this running record that she is able to monitor her own reading, search for more information, cross check different types of information and self correct. This is good reading behaviour and always to be encouraged. This also tells me Lexie is beginning to move toward independence and can sometimes work at a difficulty and sort out a problem herself.

In this text, the word 'the' occurred repeatedly and Lexie was not secure with this word. It is not yet fully known. I reminded her 'You know that word' because that can remind children that this is known to them and will sometimes trigger a correct response.

I gave Lexie a great deal of time to look at words. I have established from previous running records that Lexie is able to use meaning and structure information in her reading but she will usually neglect the visual information in words. When she substituted 'go' for 'are' towards the end of the running record, she was using meaning and structure information because this word made sense and sounded right, but she neglected to attend to the visual information in the word.

From this running record, as a reader I assessed that Lexie needs to learn the word 'the' until her response to that word is automatic, we need to continue to work on visual information in words and Lexie needs to work on the fluency and phrasing in her reading so it is more joined up and smooth. I also assessed that Lexie is becoming a more active learner, able to have a go even when she is uncertain. This represents a big step in her learning journey.