

INFORMAL READING INVENTORY

Name:.....

Date:.....

Book	N° of pages read: Time taken for session:
<input type="checkbox"/> No <input type="checkbox"/> A little <input checked="" type="checkbox"/> Usually <input type="checkbox"/> Good	<i>Comments</i>
Accuracy: Percentage accuracy - level of difficulty (Independent / Instructional / Frustration)	
<i>Attitude and approach to reading</i> 1 Appears to enjoy reading (does not fidget, yawn, stretch, sigh, blush, etc) <input type="checkbox"/> 2 Approaches reading confidentially (does not look to listener for continual help and support) <input type="checkbox"/> 3 Attempts unknown words before seeking help <input type="checkbox"/> 4 Makes reacts to /comments on the text <input type="checkbox"/> 5 Concentration whilst reading is good (for age) <input type="checkbox"/>	
<i>Generally strategies used for unknown words are helpful to understanding and/or enjoyment of text</i> <input type="checkbox"/>	
<i>Reading for meaning</i> 1 Self - correcting for meaning <input type="checkbox"/> 2 Using knowledge of world and context to make good guesses <input type="checkbox"/> 3 Using searching strategies (unprompted): (a) using picture cues <input type="checkbox"/> (b) reading on to the end of the sentence <input type="checkbox"/> (c) repeating to get the flow <input type="checkbox"/> (d) <input type="checkbox"/>	
<i>Using phonic skills</i> (a) initial sound <input type="checkbox"/> (b) letter - sound building <input type="checkbox"/> (c) using knowledge of letter blends etc (eg th, sh, bl, str, etc) <input type="checkbox"/> (d) 'chunking' words (using knowledge of syllables and other stings - eg ing, ed, etc) <input type="checkbox"/> (e) <input type="checkbox"/>	