

Reading behaviour	Comment	Coding convention
The words the learner reads correctly	Mark with a tick. If easier, leave unmarked, and mark only the words read incorrectly.	✓ ✓ ✓ ✓ <i>The quick brown fox</i>
Pauses	Mark the learner's pauses. You can mark a short pause with /, and a longer pause with //.	<i>The / quick brown fox</i> <i>The quick // brown fox</i>
Miscues: omissions	If the learner misses a word out, circle the word.	<i>The quick brown fox</i>
Miscues: substitutions	Write substitutions in the space above the word.	<i>quiet</i> <i>The quick brown fox</i>
Miscues: insertions	Write added word and mark as an insertion.	<i>little</i> <i>The quick ^ brown fox</i>
Self-corrections	The ability to self-correct is noteworthy. If the learner makes an error and then corrects it, record the error followed by 'sc' (self-correction).	<i>big sc</i> <i>The quick brown fox</i>
Words which are sounded out, and how they are sounded out	You can record the learner's use of phonics by marking the words they sound out. Put dots under each letter sounded out separately. Use an elision mark (^) for blends, digraphs or syllables. Tick words sounded out successfully.	<i>The quick brown fox</i> <i>The quick brown fox</i> ^ . . ^
Mistakes in sounding out	If the learner says the wrong sound for a letter, write the sound in the appropriate place above the text.	<i>d rog</i> <i>The quick brown fox</i>
Repetition	Mark repetition of a word or phrase with an arrow going back to the point of insertion. Repetition can denote ♣ search for meaning ♣ loss of place ♣ a visual issue	<i>The quick brown fox</i> ↓ <i>The quick brown fox</i> ↓
When the learner is told a word	If you need to tell a learner a word, write it in brackets.	<i>[quick]</i> <i>The quick brown fox</i>