



# Laurance Haines SpLD Base

*Empowering schools to remove barriers to learning for pupils  
with specific learning difficulties*

## READING MISCUAE ANALYSIS

Pupil Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>BOOK TITLE:</b>			
Book Band			
<b>Total No. of words read:</b>	<b>Total NO. of words read correctly:</b>	$\frac{\text{Number of words read correctly} \times 100}{\text{Total number of words in passage}} = \%$	<b>Accuracy : %</b> <b>Easy</b> <b>Instructional</b> <b>Hard</b> 95 - 100%    90- 94%    50 - 89%
<b>Types of errors - self corrections are not errors!</b>			
<b>Miscue - meaning</b>		<b>Miscue - structure</b>	<b>Miscue - visual</b>
<b>Repetition</b>	<b>Omission</b>	<b>Reversal</b>	<b>Told</b>
<b><u>Running Record</u></b>			
<ul style="list-style-type: none"> <li>• Reads word for word yes/no</li> <li>• Reads in a jerky way with little intonation yes/no</li> <li>• Reads missing out lines or losing the place in the text yes/no</li> <li>• Reads without regard for punctuation yes/no</li> <li>• Reads stressing every syllable yes/no</li> </ul>		<ul style="list-style-type: none"> <li>• Frequent hesitation</li> <li>• Reads fluently with hesitation only before difficult words yes/no</li> <li>• Frequent repetition</li> <li>• Reads pausing after phrases and whole sentences at punctuation points yes/no</li> <li>• Understands the overall meaning of the text yes/no</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Next Steps</b> Reading for meaning      Fluency and expression      Phonic decoding      One to one matching</li> </ul>			