

PARENT COMMUNICATION · ALL GRADES

# Report Comment Bank

Specific, warm, varied

## How to use this bank

Reports are tedious to write and most teachers fall into 3-4 stock phrases. The result: 28 reports that sound identical, parents who feel their child is generic. Use this bank as a starting point. ADAPT every comment with the specific child's examples. Mix and match across categories. Aim for every report to feel personal — even if you've used the same phrase template. A standard report structure: • Personal qualities (1-2 sentences) • English progress (2-3 sentences) • Maths progress (2-3 sentences) • Other curriculum areas (1-2 sentences each) • Areas to develop (2-3 sentences) • Closing (1 sentence)

## Personal qualities — strong start

| # | Comment   |
|---|---|
| 1 | [Child] has been a delight to teach this year.                  |
| 2 | [Child] has shown remarkable growth across the year.            |
| 3 | [Child] approaches school with enthusiasm and curiosity.        |
| 4 | [Child] is a thoughtful and caring member of our class.         |
| 5 | [Child] has been a quietly determined presence this year.       |
| 6 | [Child] consistently brings energy and warmth to our classroom. |



## English — by level of progress

| Level             | Comment  |
|-------------------|--|
| Strong            | [Child]'s writing has flourished this year. They write with confidence, choose vocabulary carefully, and shape their pieces with intent. [Specific example.] |
| Solid             | [Child]'s writing has developed steadily. They are now writing in extended pieces with appropriate structure. [Specific example.]                            |
| Emerging          | [Child] is making real progress with their writing. They are beginning to use more complex sentences and include details. [Specific example.]                |
| Strong reader     | [Child] is a fluent and engaged reader who chooses their own books and reads with deep understanding. [Specific example.]                                    |
| Developing reader | [Child]'s reading has come along nicely this year. They now read with more confidence and ask questions about the story. [Specific example.]                 |
| Persistent reader | [Child] has worked hard at their reading this year. They are reading more independently and showing growing comprehension. [Specific example.]               |

## Maths — by level of progress

| Level    | Comment  |
|----------|--|
| Strong   | [Child] has shown a real love of maths this year. They tackle challenges with confidence and explain their thinking clearly. [Specific example.] |
| Solid    | [Child] has made strong progress in maths. They are increasingly fluent with the core skills and can apply them to problems. [Specific example.] |
| Emerging | [Child]'s maths has developed steadily. They are now confident with [specific skill] and we are working on [next step]. [Specific example.]      |

## Personal qualities (mid-report)



| Quality        | Comment   |
|----------------|---|
| Kindness       | [Child] has shown genuine kindness to others throughout the year. [Specific example.]                                     |
| Resilience     | [Child] has developed wonderful resilience. When something is hard, they now persist where once they might have given up. |
| Curiosity      | [Child]'s curiosity is a gift to our class. They ask the questions that take our learning further.                        |
| Independence   | [Child]'s independence has grown enormously this year. They now organise themselves with maturity and care.               |
| Friendship     | [Child] is a thoughtful and reliable friend, valued by the children around them.  |
| Concentration  | [Child]'s ability to focus on demanding tasks has developed beautifully this year.  |
| Effort         | [Child] gives their full effort to everything we do, regardless of how easy or hard it is.                                |
| Thoughtfulness | [Child] is a thoughtful child who notices the small things — both in our learning and in how others are feeling.          |

## Areas to develop — phrasing

| Area         | Comment   |
|--------------|---|
| Confidence   | Going into [next year], we'd love [child] to bring more of their thinking into class discussions. They have so much to share. |
| Stamina      | Building stamina for longer pieces of writing will help [child] flourish even more next year.                                 |
| Listening    | [Child] will benefit from continuing to develop the habit of listening fully before responding.                               |
| Resilience   | We'll be supporting [child] in continuing to build their resilience when things feel hard.                                    |
| Organisation | Helping [child] develop strong personal organisation habits will support them well as they move on.                           |



| Area        | Comment   |
|-------------|---|
| Risk-taking | Encouraging [child] to take more risks with their thinking — especially in writing — will be a focus. |

## Closing comments

| # | Comment  |
|---|--|
| 1 | It's been a privilege to be [child]'s teacher this year. I wish them every happiness in [next year]. |
| 2 | [Child] leaves [year/grade] ready and well-prepared. Wishing them a wonderful summer.                |
| 3 | I will miss [child] very much. They have been a brilliant member of our class.                       |
| 4 | [Child] has so much to give and I look forward to hearing how they get on next year.                 |
| 5 | It has been wonderful watching [child] grow this year. All the very best for the year ahead.         |

## Rules for writing good reports

1. SPECIFICS, not generics. 'Wrote a powerful piece on the Romans' beats 'wrote well.' 2. NEVER NEGATIVE without forward-looking. 'Struggled with reading' is bad. 'Has made progress in reading and we'll continue building stamina' is OK. 3. NEVER COMPARE to other children. Reports describe the child only. 4. NEVER SURPRISE the parent. If you write something parents haven't heard, you've failed at communication earlier in the year. 5. NAME WHAT'S WORKING — not just what isn't. Most reports under-celebrate. 6. END WARMLY. The closing line is what parents remember.

