

SERVICES FOR SCHOOLS

Reading Journal Guidance

HIAS English Team

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Reading Journals

Reading journals allow pupils to respond to a variety of texts in different ways. They provide space for reflection and evaluation as well as speculation and exploration of ideas, giving teachers valuable insight to pupils' thinking and comprehension skills as they engage with text.

They can take a variety of forms and be completed collaboratively, in pairs and independently through dialogue between teachers and children.

There are many formats for reading journals. Much will depend on the age of the children, personal preference and how reading is organised. It could be a book or folder but might also be kept as an audio diary or on a computer.

Children can use a journal for fiction or non-fiction texts and there are a number of response objectives in the National Curriculum that support and guide this aspect of reading.

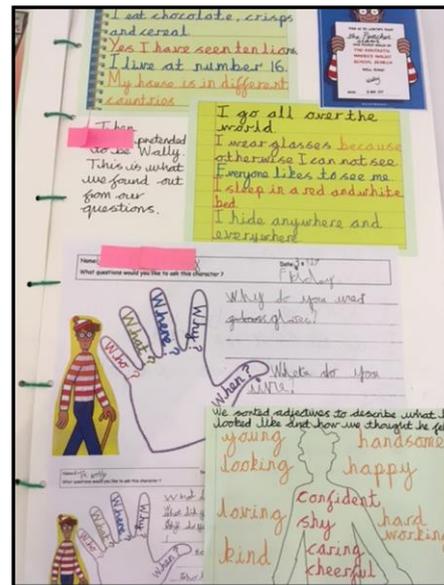
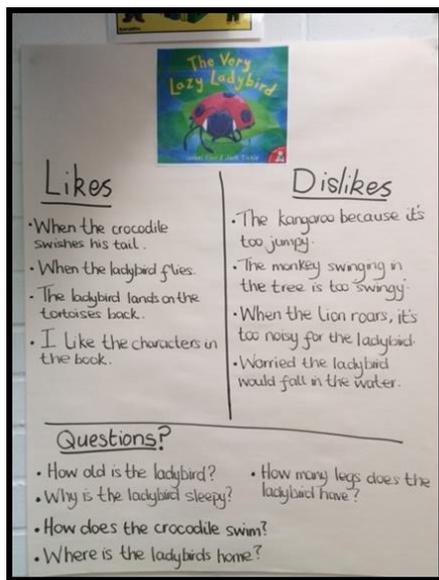


Different types of journal

It is important to be clear about how the journal is to be used and its purpose. The teacher should model how to use a journal during whole class, shared and guided reading.

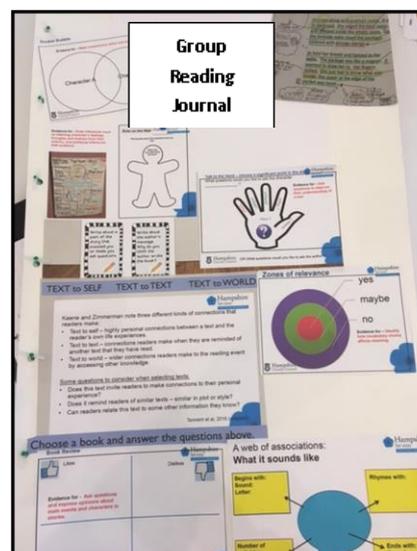
FS / Year 1

With younger children or less confident writers, the journal could be a whole class book where the teacher takes responsibility for the writing process and children can concentrate on articulating ideas and responses.



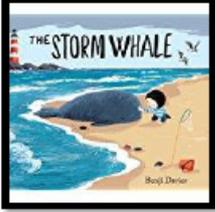
Year 2

When children are being introduced to journals or have not yet developed confidence to maintain individual journals, collaborative guided journals can be used.



The intention is to build pupil confidence in the application of key skills to complete tasks independently. A scaffold or model of expectations helps pupils achieve this across the year.

Make predictions



Ask and answer questions

Q	A

Infer from the text



Identify vocabulary

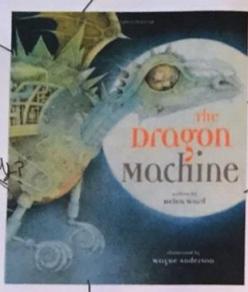


Year 2

Monday 21st November

Inference: I can make predictions

the boy makes a dragon machine



think it will be an exciting story because of the dragon.

how does it work?

who is the boy?

I think it will fly really high

how does he make the dragon?

Wednesday 30th November **Question focus - Inference**

- Does George's dog really look like a dragon? Give a reason for your answer.
- Do you think George was right to take the dragons home?

1. I think it isn't because it is in his imagination.

2. yes he was right because they live there but they wanted to stay with George. Why? because he was nice.

Language for effect: I can discuss favourite words and phrases

I like sleeping town because it describes the town lit up by the stars.

Wednesday 23rd November

Inference: I can make inferences based on the text



"And there was a map of the place where dragons belonged. A great wilderness unnoticed and overlooked and safe."

Draw and label the map George found.



they can hide in the volcano because they can go inside the volcano.

the dragons can hide in a cypress tree because they can hide in between the branches.

they can hide in the rocks because they can hide in between the rocks.

A wonderful map! I like that you have given the dragons places to be 'overlooked and safe'.



Year 4

THE SAGA OF ERIK THE VIKING

WALT: Answer questions involving inference

1. Erik's men felt depressed because they found out that the island was a heap of rubble.
2. He saw a light in the far far distance.
3. He didn't want to save his men because it might be dangerous.
4. Pitch black night like a deep rumble.
5. They turn into rocks.
6. Blind old, dressed in black, hooves instead of feet, two grey staves instead of eyes.

WALT: Summarise a story extract

Erik and his men saw that the land they had found was a pile of rubble with no greenery or animals.

Erik saw an old enchanter who had three giant boulders into three giant rocks.

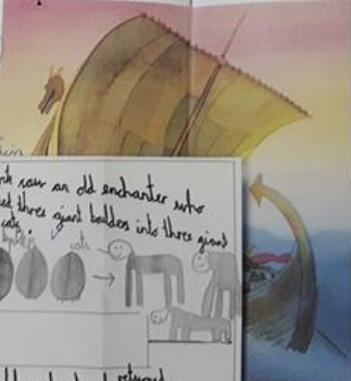
Erik and his men were turned to stone but only not only was that the problem his ship was also turned to stone.

The old enchanter returned vegetation. Erik did what about the Golden Dragon?

WALT: Predict the meaning of a word and check this using a dictionary

I can see some really good predictions and dictionary work here - well done TH

1. **figurhead**: a material carved to resemble like a head. The Golden Dragon figurhead. a carved figure decorating the prow of a sailing ship.
2. **sought**: trying to find something. But till until I have sought that distant land. part tense of seek.
3. **helm**: a part of a ship. Erik stood at the helm of the Golden Dragon. The handle or wheel used to steer a ship.
4. **speck**: a dot of land. A speck of land. a small dot or particle.
5. **horizon**: The distant sea. Speck of land on the horizon. The line where the earth and sea/sky come to meet.
6. **port**: where ships set in. R ocks to port. A harbour.
7. **Starboard**: The board of a ship. R ocks to starboard. The right hand side of a ship.
8. **Speck**: a different spelling of find. They found themselves in a deep speck. a different spelling of find. Yes, but what till



Year 6

Tuesday 7th March 2017
Comprehension - Monitor and Summarise

Text marking - read the text using effective reading strategies.

Write a short summary of the story in five sentences.

Greater Depth
What is the main message of the story?

Once upon a time a girl called Janet lived in the Scottish borderlands and wasn't allowed to go into Cartershaugh woods. One day she strolled into the woods, picked a rose and spotted a young man Tam Linn who got kidnapped when he was a young boy. He works the fairy queen and the fairy queen's power is too strong for him to break free.

so Janet offers to help him. On halloween she gives Tam Linn and never lets go. Finally she breaks the fairy queen power over Tam Linn and gets both free.

You have understood the story well.

*** Now summarise the story as succinctly as possible.**

A girl called Janet walked into the woods, she met a fairy which had been kidnapped long ago. Janet agrees to help him break free. The fairy queen battles Janet with animals. Janet defeats her and Tam Linn and Janet live happily ever after.

Assessment Evidence
COMPREHENSION: Monitor and Summarise

Wednesday 8th March 2017
Comprehension - REC

R - Where did Janet live?
I - Why did the fairy vanish out of the tree and appear in front of Janet?
C - Why has the author put Tam Linn on a white horse?

Greater Depth
How does Janet 'save' the fairy? How does the fairy 'save' Janet?

R) she lived in the Scottish borderlands.
I) The fairy did that so he could get close to Janet to ask her a question. to make Janet believe he was fairy.
C) The author put Tam Linn on a white horse so Janet could recognise him and save him by giving him a ring.

Janet saves the fairy by not giving up. However did Tam Linn want to be saved Janet had to persuade Tam Linn to break through the fairy queen's power. The fairy saves Janet by wanting to get out of the woods and Janet, in the end, was not really surprised.

Tuesday 6th March 2017
Themes and Conventions

Look at the illustrations from the book. Explain how they convey the theme of 'power' and 'control'.

Greater Depth
Which character is the most powerful in the story? Justify your opinion.

Power is shown in all the pictures because the fairy queen is on a white horse and so is Tam Linn so the fairy queen could have given most of her power to Tam Linn. He could be the fairy king with all the power he has. In another picture there are fairies on horses, fairies marching and Janet who is the lowest Tam Linn is much higher than Janet so he is showing power over her. The power is shown by height and rank.




Journals and guided reading

Using reading journals for guided reading sessions is an excellent way of developing the ability to reflect on and evaluate texts. Journals can underpin the sessions, driving the discussions and responses that a text can generate.

When teachers follow the five-part structure of a guided session, journal activities can be used in the introduction and can fulfil returning to the text and response activities.

The response activity can be done during the guided session but it is also effective if, after group discussion, pupils are expected to complete a task independently. This gives time for reflection. It also allows pupils to engage with the text independently of the teacher.

When groups come together again there is a wealth of opportunity for discussion based on the work in individual journals. It is vital that the journal does not become a series of recorded exercises but is seen as a catalyst for exploration and enjoyment of texts.

An approach to introducing reading journals

Shared Work

Teacher models responses to text – shared journal



Guided Work

Journals completed in guided session – teacher support



Guided Work

Journals used as an interim task and follow up discussion



Independent work

Journals used to prepare for and record independent reading

The importance of talk

Journal work will be most successful when children have had opportunities to talk about their reading. This is a fundamental aspect of any reading session. Pupils need to hear differing opinions, articulate responses, justify ideas, change their minds in light of what others say and generate questions around a text.

Teachers can develop talk in a number of ways:

- Offer your own responses and speculate aloud
- Encourage children to share their responses, even if they differ from yours
- Show that you are really interested in their views
- Challenge children to justify their opinions by reference to the text
- Make connections between reading and writing – talk about how texts are constructed
- Develop the use of specialist terminology to provide a language for talking about literature
- Use questions and statements that are genuinely exploratory in tone:
 - What makes you think that?
 - What do you think?
 - How do you feel about ...?
 - Can you explain why?
 - Do you agree with what ... did? Do you think it was right/wrong and why?
 - Do you like the bit where ...?
 - I wonder if...
 - Is there anything that puzzles you?
 - I'm not sure what I think about ... I wonder what the writer intended.
 - This bit reminds me of ...
 - I wouldn't like to have that happen to me – would you?
 - I like the way the writer has ...
 - I wonder why the writer has decided to ...

Children reflecting upon texts

From Nikki Gamble's 'Exploring Children's Literature'

In the initial stages children will benefit from suggestions about what and how they might record their responses. They might for example:

- record their likes and dislikes -
 - prompts: 'I dislike this story because...', 'I really enjoyed reading this because...';
- record their feelings -
 - prompts: 'I felt sad when...', 'It made me angry when...', 'I was surprised that...';
- relate their reading to their own experience -
 - prompts: 'This reminds me of the time that...', 'This is similar to...';
- make connections between their reading and knowledge of the world -
 - prompts: 'I heard about... on the news', 'We have learnt about ... in science';
- reflect on characters;
- reflect on settings;
- make an evaluative comment: 'I thought this was an effective piece of writing because...';
- make notes about confusions – Prompts: 'I don't understand why...', 'A question I have is...'.

(Gamble, 2013, pp. 50-51)

Suggested activities

The following grids outline a range of reading journal activities for each of the primary year groups. The activities are categorised under the different Hampshire Assessment Model reading domains to support planning and assessment.

- Reading Journal Activities – Year 1 and 2
- Reading Journal Activities – Year 3 and 4
- Reading Journal Activities – Year 5 and 6

Year 1/2 Domain Linked Guided Reading Task Ideas

Domain		Activity				
Comprehension	Respond and explain	Complete a 'Tell Me' square about the book you have read <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Likes</td> <td style="width: 50%;">Dislikes</td> </tr> <tr> <td>Questions</td> <td>Connections</td> </tr> </table>	Likes	Dislikes	Questions	Connections
		Likes	Dislikes			
		Questions	Connections			
	Label the features of a non-fiction text and tell me what they do.					
	Select and retrieve	List any key 'topic' words or phrases from the book.				
		Choose one character from the story. Find three things the author says about this character.				
	Monitor and summarise	Draw a story mountain or story map to show the events in the book.				
		Draw a cartoon strip of the main events in the story.				
		Make a timeline of events from the story.				
	Clarify	Create a list of key words that you could use to make a glossary for your book.				
Create a glossary with explanations of what each word means.						
Inference	Using the pictures from your book – predict what might happen next.					
	Complete a role on the wall for a character. List on the outside what the text tells you about them. Add on the inside what you 'think you know' about them from this.					
Themes and conventions	Make finger puppets and retell the traditional tale of ...					
	Sort the book covers into fiction and non-fiction. How do you know?					
Language for effect	Create a word collection of your favourite words and phrases. Why did you choose them? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Word / phrase...</td> <td style="width: 50%;">Why I like it...</td> </tr> </table>	Word / phrase...	Why I like it...			
	Word / phrase...	Why I like it...				
Find the sentence in your text and add in the missing words. 'On went the mouse through the deep dark wood. An owl saw the mouse and the mouse looked _____'						
Word Reading	Make a list of smaller words hiding inside bigger words in your book. E.g. Chalkboard = chalk + board, together = to, get, her					

Year 3/4 Domain-Linked Guided Reading Task Ideas

Domain		Activity				
Comprehension	Respond and explain	Write a note to a friend, telling them how you felt at the end of the chapter you have read. Explain how you think the author wanted you to feel. How do you know this?				
		Based on what you have read so far, write a letter to the author, telling them what you liked about the book and why.				
		What do you think is the most important part of the story? Visualise it (you can draw a picture or diagram). Now explain what is happening and explain why you think it is the most important part.				
	Select and retrieve	Draw a quick picture of a character in the story. Write their name and everything else you know about them from reading the story. Can you include quotes to support your ideas?				
		From your non-fiction book complete a thought shower listing all the 5 most important facts that in the text. Why did you select these?				
		Draw a picture of where the story is taking place. Label it with words from the story that tell you about the setting.				
		Draw an outline of a character. Write down all the different roles they play in the story inside the shape. E.g. father, husband, friend, son...				
	Monitor and summarise	Write 5 questions that you could ask someone to find out if they have read this book carefully.				
		Draw a story map to show what has happened in the story so far.				
		Imagine that your book is being released with a new cover. Design the 'blurb' for the back cover that would summarise the story without giving away too much! Think about tempting your readers to try the book.				
		Write a postcard from one of the characters to another character in the book, telling them what has been happening (use your knowledge of the story).				
		Draw a cartoon strip to tell the story in your own words.				
	Clarify	'Ring A Word'. From the text that you have read, highlight or circle any words that you found difficult to read or were unsure of the meaning of. Make a list of them in your book to create a glossary and use a dictionary to identify the meanings.				
		'Read Aloud, Think Aloud'. As you read, use thought bubbles to record the strategies that you are using to understand the text and record any questions that you have about the meaning of what you have read.				
'Talk To The Hand'. Raise questions based on the text that you have read, in order to improve your understanding. (Who, what, where, when, why and how)						
Inference	Use speech bubbles to show a conversation that two main characters from your book might have at an important part of the story.					
	Complete an emotions graph for a character in your book, recording the journey of their emotions throughout the story so far.					
	Find examples from the text of when a character felt different emotions <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Feeling</th> <th>Example from the text</th> </tr> </thead> <tbody> <tr> <td>Angry</td> <td></td> </tr> <tr> <td>Jealous</td> <td></td> </tr> </tbody> </table>	Feeling	Example from the text	Angry		Jealous
Feeling	Example from the text					
Angry						
Jealous						
Theme s and conven tions	With your group look at a range of different books provided by your teacher. Sort them into groups of your choices, such as: fiction, non-fiction, poetry etc. What name would you give to each group? Write the names of each group in your journal and list the titles underneath.					

Language for effect	Use the non-fiction book you have been studying. Write the title. Write down each of these features and put the page number(s) where you find them: index, contents, glossary, main heading, subtitle, picture, and caption. Can you find these features in your non-fiction book? List them and record the page number.			
	Copy out a paragraph from your book. Make sure you include all the punctuation. Colour all the full stops red, commas green, question marks blue, exclamation marks yellow. Colour any speech marks orange.			
	Write about an experience or memory of your own that is similar to something that has happened in the book. Explain how they are similar.			
	Look through the book and make a list of adjectives the author has used to describe each character.			
Word Reading	Identify all of the similes, metaphors and examples of alliteration in the chapter you have just read.			
	List some of the words and phrases the author has used to create atmosphere. Why did you choose these? Can you use them in your own sentence?			
	Magpie words and phrases that you think are effective. Collect them in your journal as a spider diagram			
Word Reading	From the book that you read, identify the root words and affixes within some of the words that you have read e.g. the prefixes: in, un, dis, mis, re, inter, super, anti, auto and the suffixes: ation, ly, ous . <div style="text-align: center; margin-top: 5px;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">un</td> <td style="padding: 2px 10px;">help</td> <td style="padding: 2px 10px;">ful</td> </tr> </table> </div>	un	help	ful
	un	help	ful	
	Identify and make a list of all the homophones in the text that you have read e.g: here/ hear and meet/meat .			
Make a list of all the words you have read containing apostrophes. Decide if they are for contraction or possession. If they are for possession are they singular or plural? (It's = contraction A boy's toys = singular Those boys' toys = plural)				

Year 5/6 Domain-Linked Guided Reading Task Ideas

Domain	Activity
Comprehension	<p>Imagine you could interview the author – which questions would you ask them based on what you have read? <i>For example - Can you explain...? How would you...? What do you think...? What if...? How would you improve/change...?</i></p> <p>Write a letter to the author of your book – say what you like or dislike about the book. Tell the author the effect they have had on you as a reader.</p>
	<p>Write a review of the book that will be published in the school library. In the review comment on the writer’s purpose and viewpoint. Think about how the use of language affects the reader. Make connections to other books you have read and your own experiences.</p>
	<p>Write a mid-line acrostic poem about one of the main characters using evidence from the text e.g.</p> <p style="text-align: center;">Her friend is Michael Birds fascinate her She does Not go to school She learns in A different way</p>
	<p>Create fact boxes about the author and his or her style, finding examples from the text.</p>
	<p>Can you find examples of figurative language in your book? Make a list. Explain the effect of the author’s language choices. For example -“Blank daylight hit them like a hammer blow.” <i>To show how much of a shock it was to come out of the dark jungle into daylight.</i></p>
	<p>Collect words based around a particular topic. For example, collect ‘weapon words’ from Beowulf. Use scanning to locate the words and collect them around an illustration.</p>
	<p>Make a list of nouns and verbs that the author has used from an extract of text. Use them to inspire a kenning poem using the ‘er’ suffix e.g:</p> <p style="text-align: center;"><i>Cake maker</i> <i>Code breaker</i> <i>Storm rider</i> <i>Challenge taker</i></p>
	<p>Design a new blurb for the back cover of the book. Select information from different parts of the book & use direct quotes.</p>
	<p>Complete a ‘Read Aloud, Think Aloud’ which shows the reading strategies that you are using to understand the text, and record any questions that you have about the meaning of what you have read.</p>
	<p>Retell an event from the story from another character’s point of view. For example, can you retell the events of the prince’s ball through the eyes of the fairy godmother in Cinderella? Use inference & deduction skills.</p>
	<p>Write a diary entry in role as a character in your story after something interesting has happened, making comments based on inference & deduction from textual evidence.</p>
	<p>Raise questions to assess other children’s understanding of what they have read. What is ...? When is ...? Who was...? Can you explain...? How would you ...? What do you think ...? What can you conclude? What if...? How would you improve/change...? <i>Share with a partner.</i></p>
<p>Make a dictionary containing ten or more new or unfamiliar words from the book you have read, recording a definition. Create a calligram of some of the new vocabulary that you have come across in your book.</p>	
<p>Make a Tiny Text based on what you have read, for a friend to read, and explain what you know about: the characters, themes, settings, events and author’s style.</p>	

Inference	Write a letter from yourself to a character in your book, making comments based on inference & deduction from textual evidence.		
	Think about what a character might be thinking or feeling at different stages of the story. Record a list of feeling words and create a wordle for that character using the website your teacher has shown you. Add your wordle to your reading journal.		
	Continue the story after the end of the book. What might happen next? Write in the style of the author. Alternatively, write the first paragraph of the sequel to the text you have been reading.		
Themes and convention	Take a moment in the story that you would like to change and rewrite it as a paragraph in the style of the author. Alternatively, think how this section would be written in a different genre. <i>How would Harry Potter's encounter with the basilisk be written in a science fiction text?</i>		
	For a non-fiction book, make a list of the organisational features the author uses & why they use them.		
	Read the first paragraphs of three books; explain how the stories hook you in at the beginning. List the words & phrases that you feel are effective in making you want to read on.		
Language for effect	Make a list of the language features, style and conventions that the author uses. Find examples of these from the text and write down why you think this is effective.		
	Repetition	<i>He screamed and screamed and screamed!</i>	This tells me how upset the character was.
	One word sentences	<i>The lake lay before us. Silent. Still.</i>	This emphasises the setting.
	List some of the words and phrases the author has used to create atmosphere/suspense & explain why you think each one is effective.		
	Take an extract from the text that you are using to create a blackout poem. Select language and words that convey the mood and atmosphere of the book and black out all other words.		
	Make a semantic field of adjectives by blacking out all words except for adjectives. Share with a partner. What do you think the text is about? What does the text mean? How are the words related?		
Make a semantic field of nouns by blacking out all words except for nouns. Share with a partner. What do you think the text is about? What does the text mean? How are the words related?			

