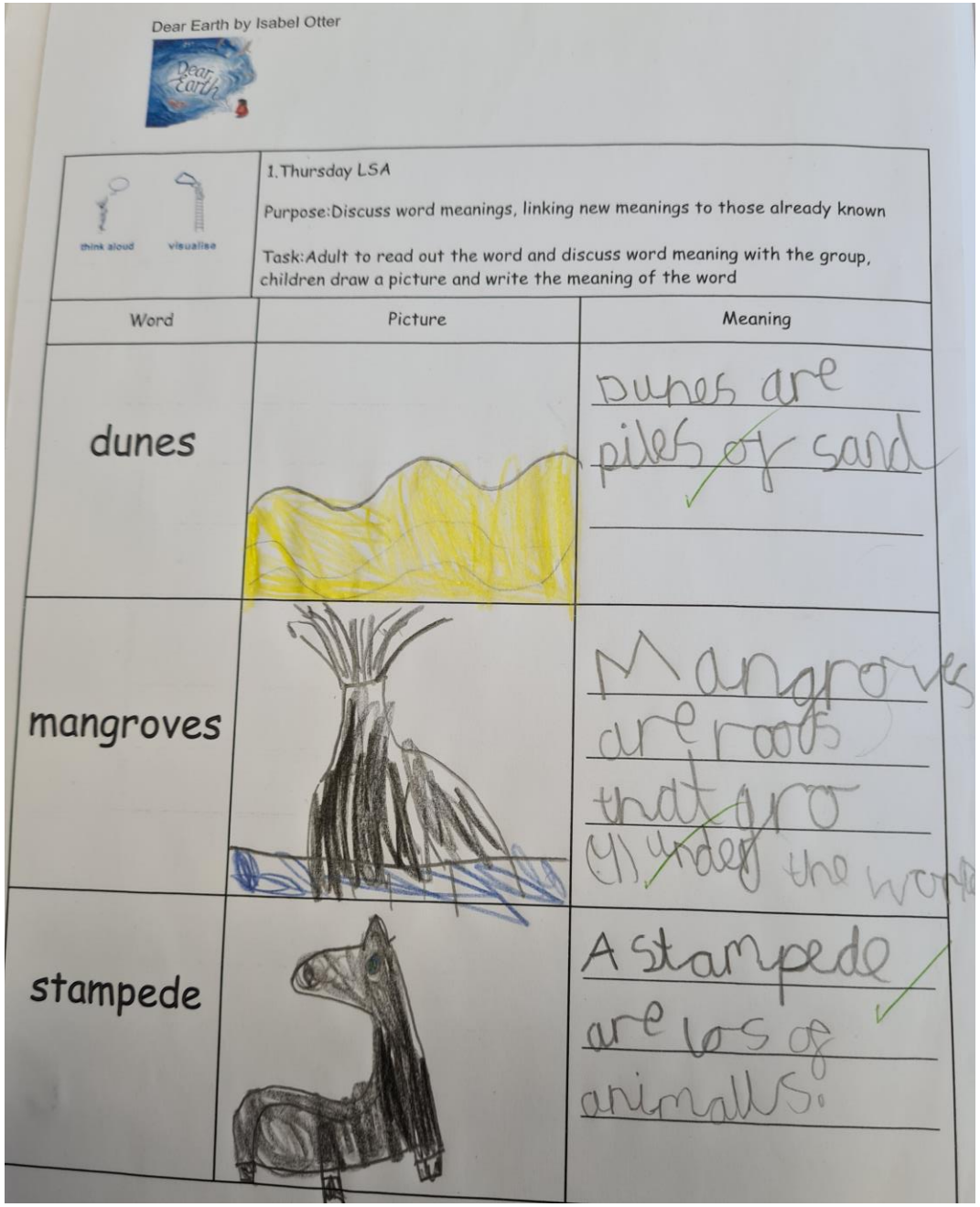
# Reading Journal Evidence

Examples of effective task design from KS1



Dear Earth by Isabel Otter

think aloud | visualise

1. Thursday LSA

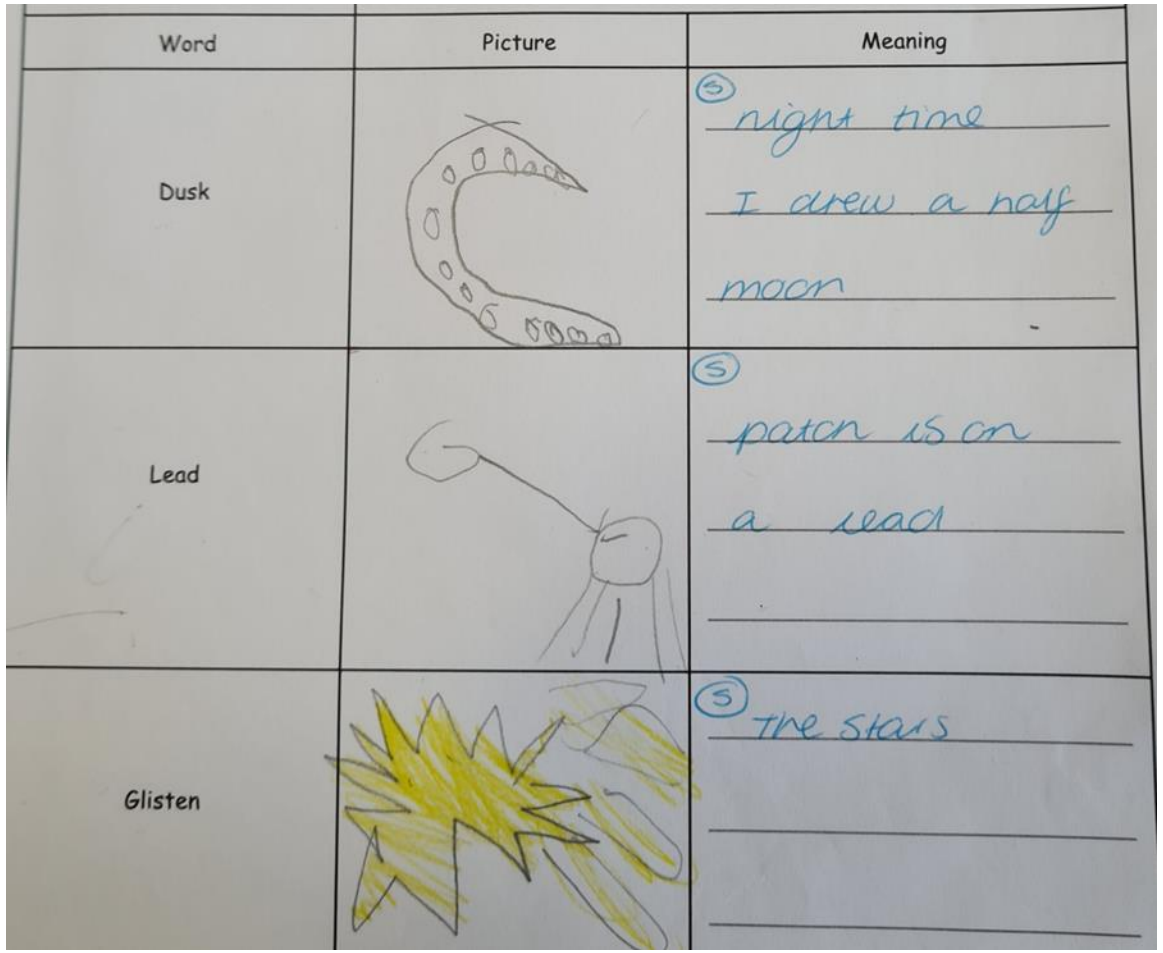
Purpose: Discuss word meanings, linking new meanings to those already known

Task: Adult to read out the word and discuss word meaning with the group, children draw a picture and write the meaning of the word

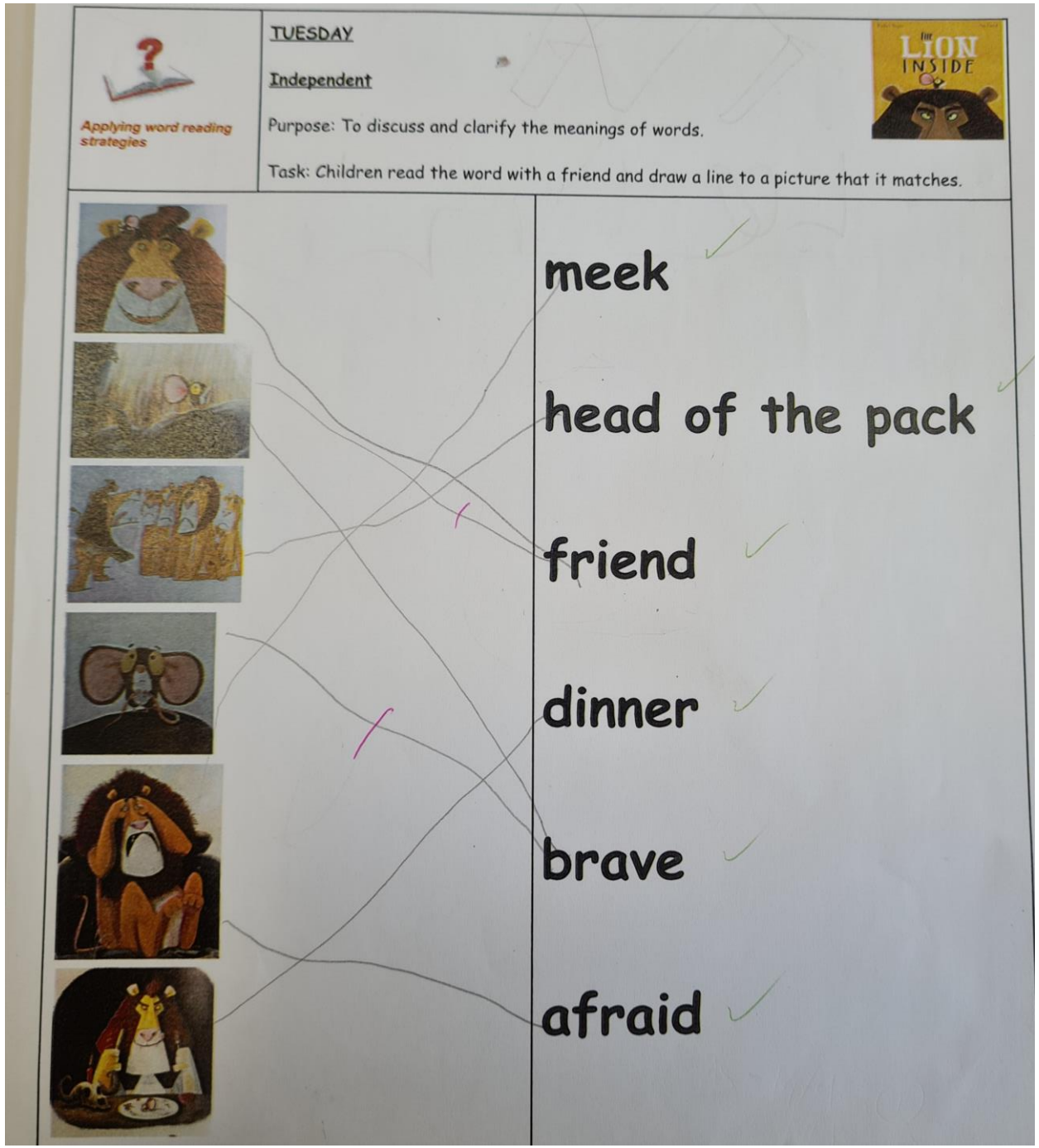
| Word | Picture | Meaning |
|---|---|---|
| dunes | | Dunes are piles of sand |
| mangroves | | Mangroves are roots that gro (y) under the wor |
| stampede | | A stampede are lots of animalls. |

# Word Explorers

Exploring the meaning of new words in context, to develop understanding of the text.

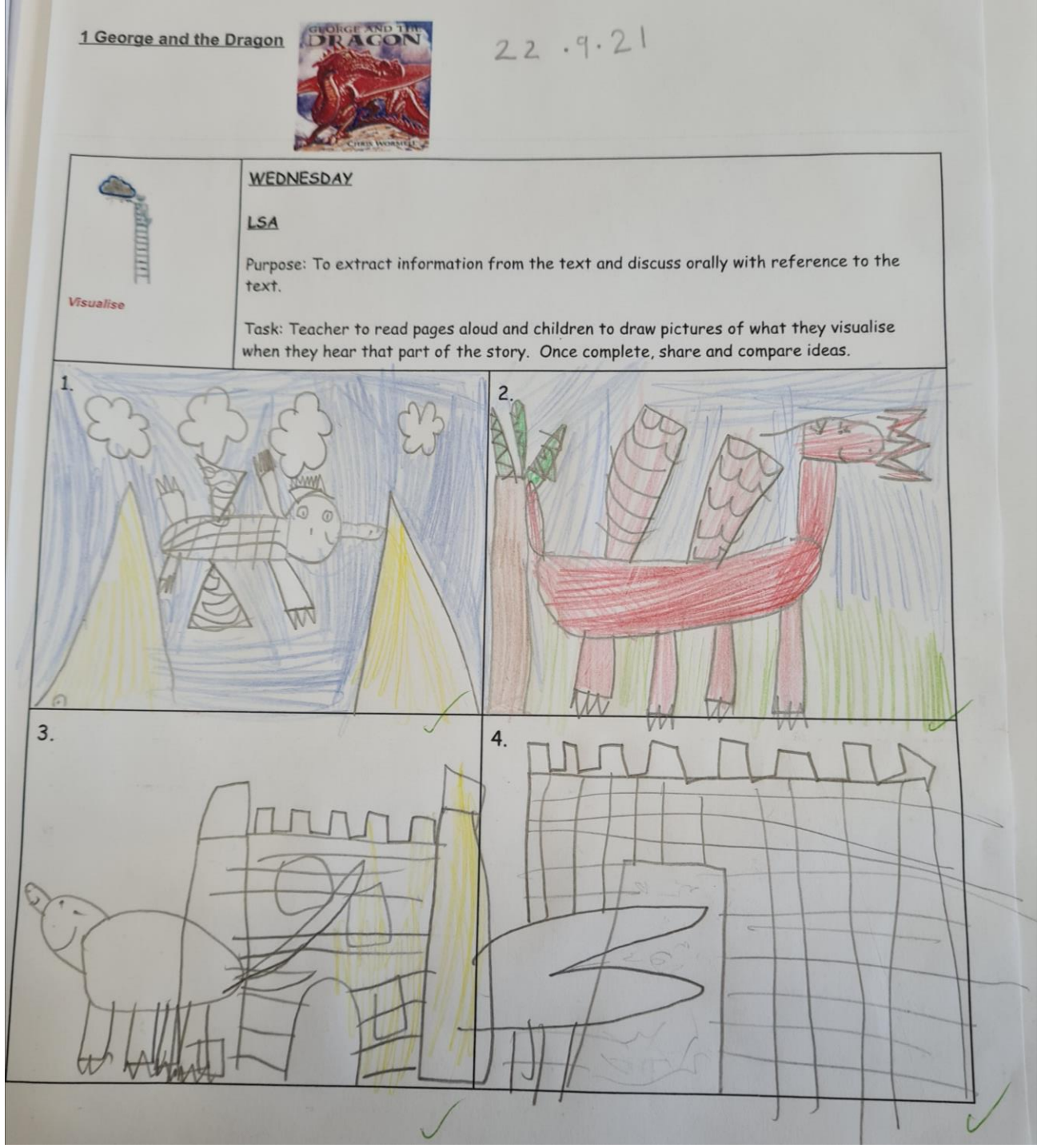


| Word | Picture | Meaning |
|---|---|---|
| Dusk | | (S) night time I drew a half moon |
| Lead | | (S) patch is on a lead |
| Glisten | | (S) The stars |



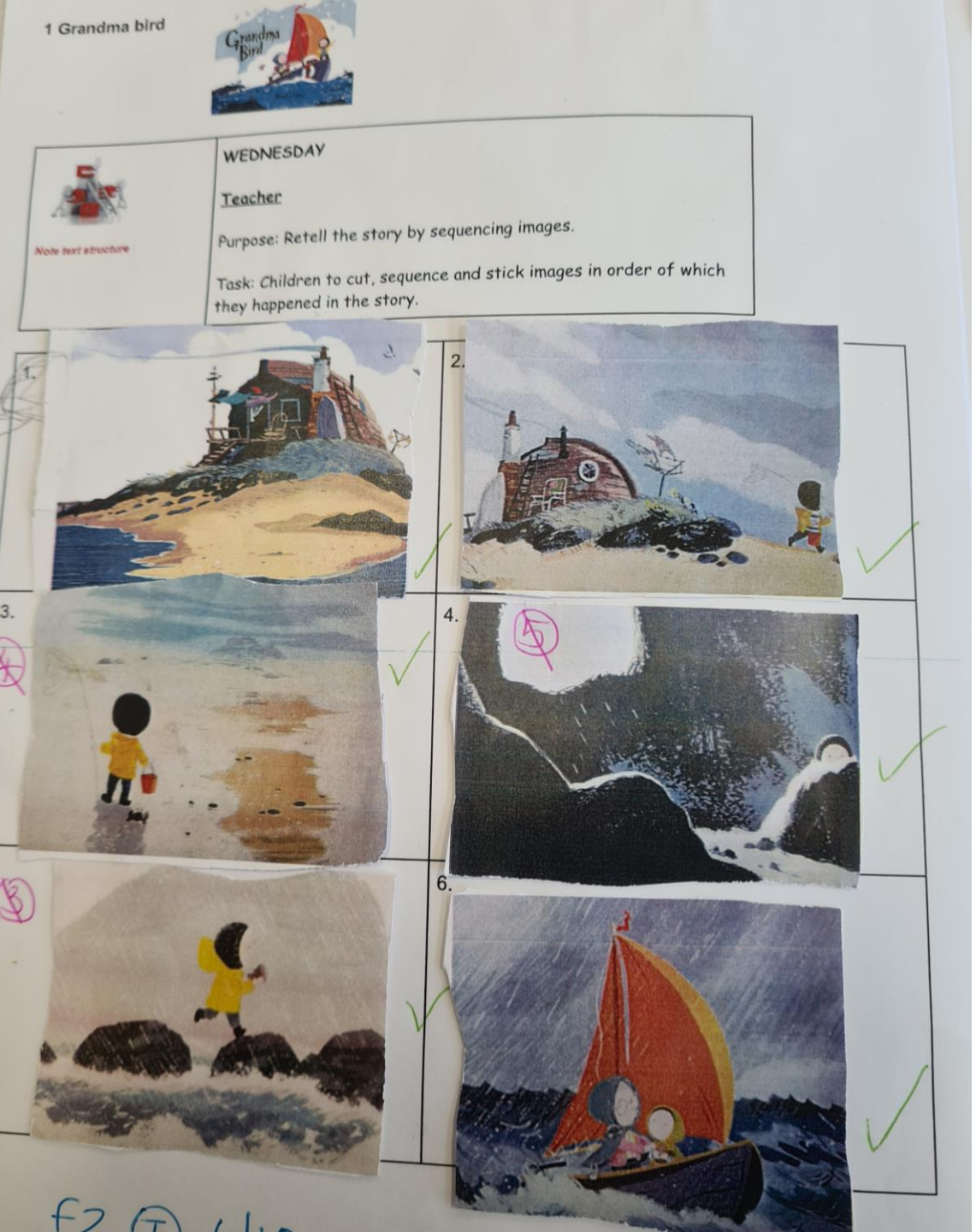

# Word Explorer

Clarifying the meaning of words, using moments from the text that reflect the meaning of words or phrases



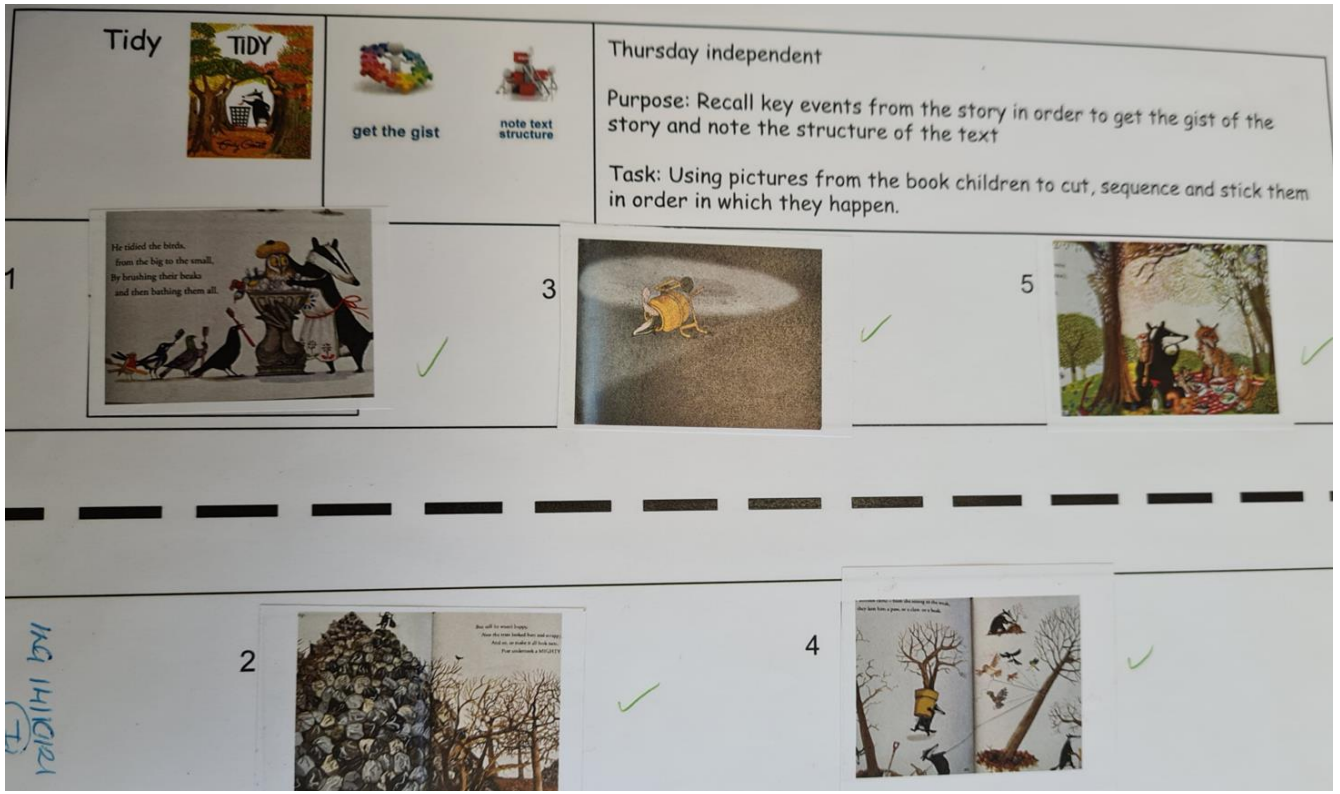

# Visualising

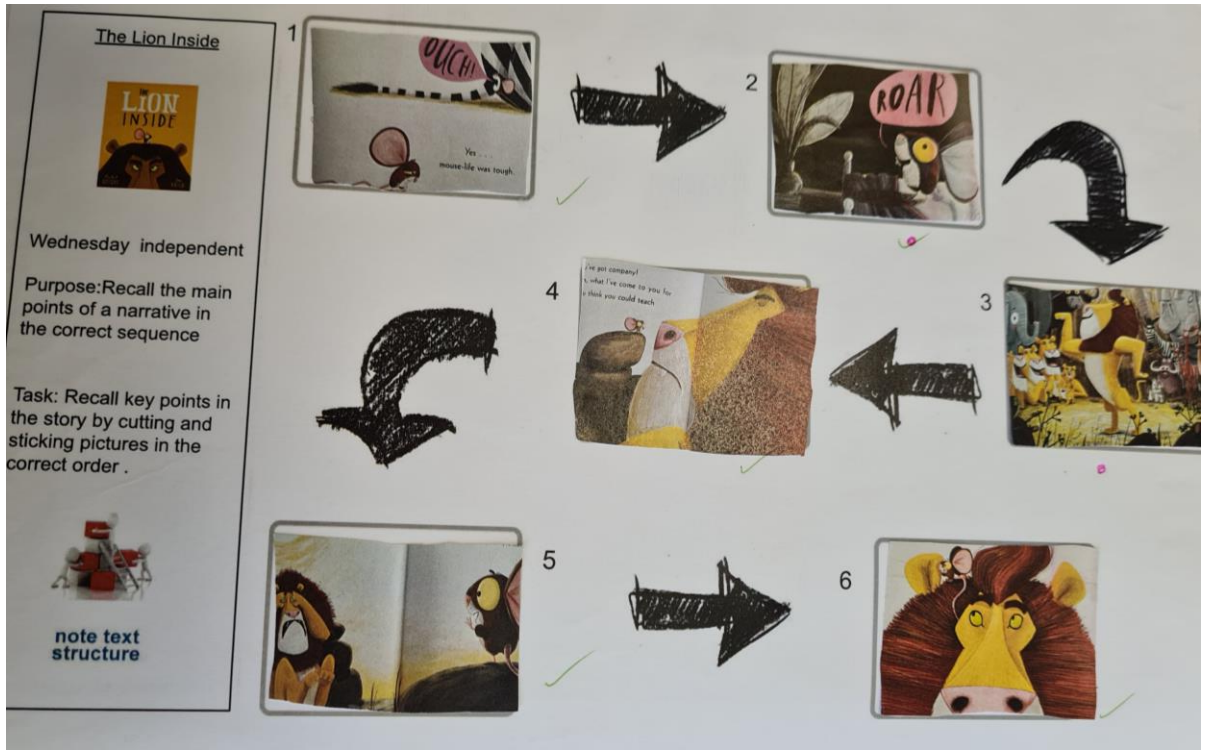
Picturing key moments, characters or settings in a story, drawing on their reading and background knowledge to make sense of the text.

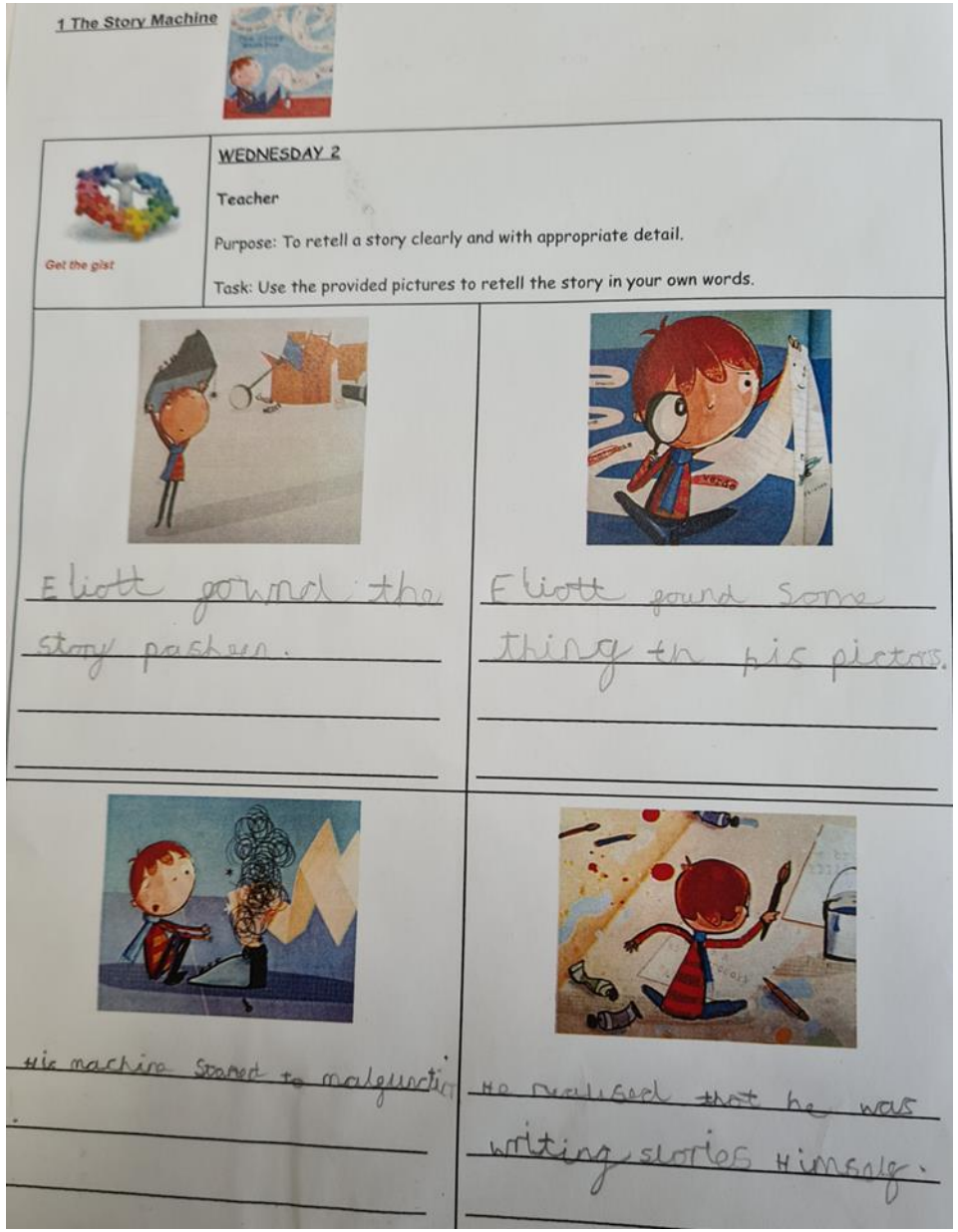



# Retelling and Sequencing

Retell the story orally. Order the main events in a story. Recalling key moments from the text, to support understanding and to develop further writing skills by internalising story structures, techniques, plot…

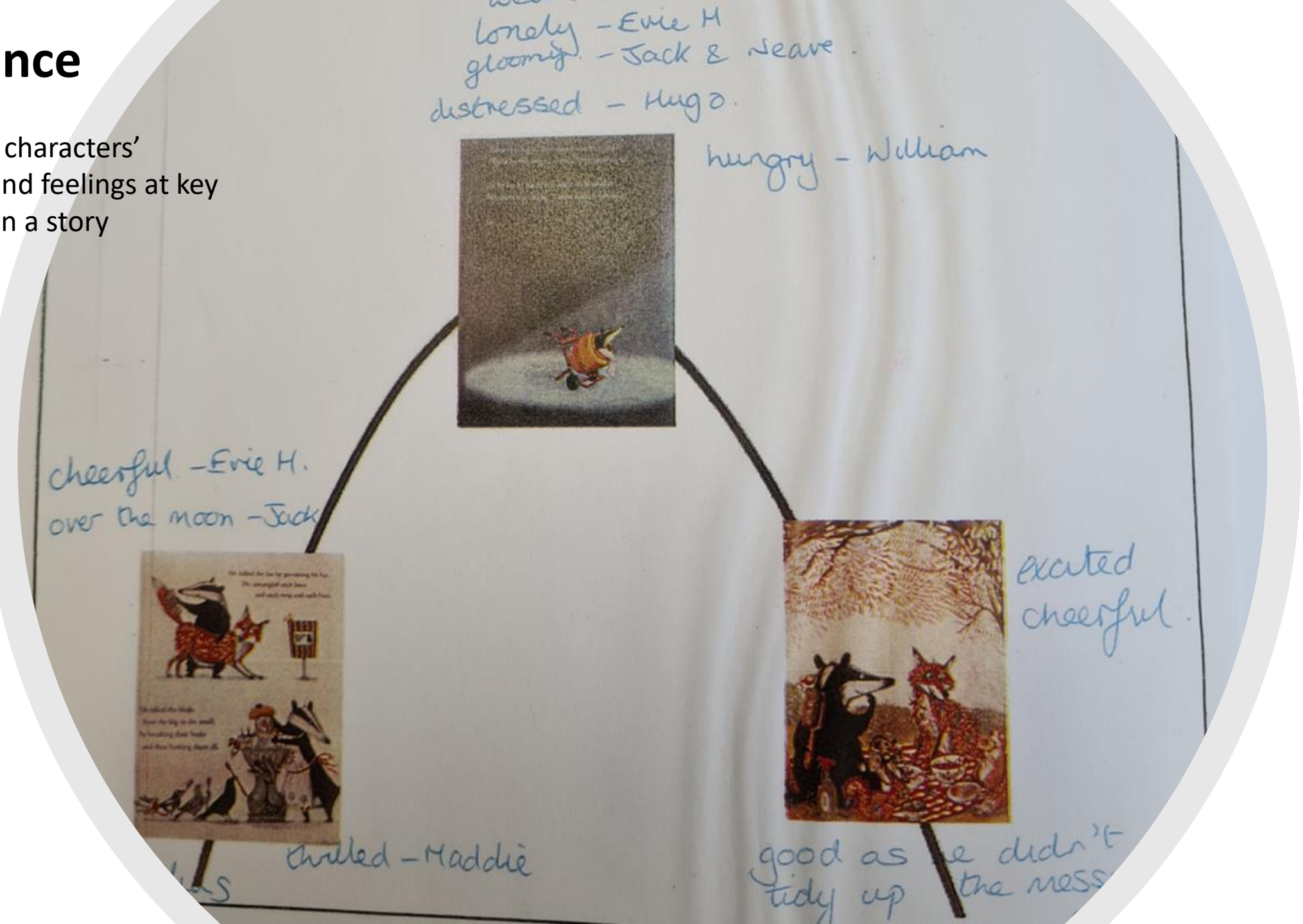



The Lion Inside
LION INSIDE
Wednesday independent
Purpose:Recall the main points of a narrative in the correct sequence
Task: Recall key points in the story by cutting and sticking pictures in the correct order .
note text structure
1
OUCH!
Yes . . . mouse-life was tough.
2
ROAR
3
4
5
6


1 The Story Machine
WEDNESDAY 2
Teacher
Purpose: To retell a story clearly and with appropriate detail.
Task: Use the provided pictures to retell the story in your own words.
Get the gist
Eliott found the story pashen.
Eliott found some thing th his pictors.
His machine stoned to malfunction
He realised that he was writing stories himself.

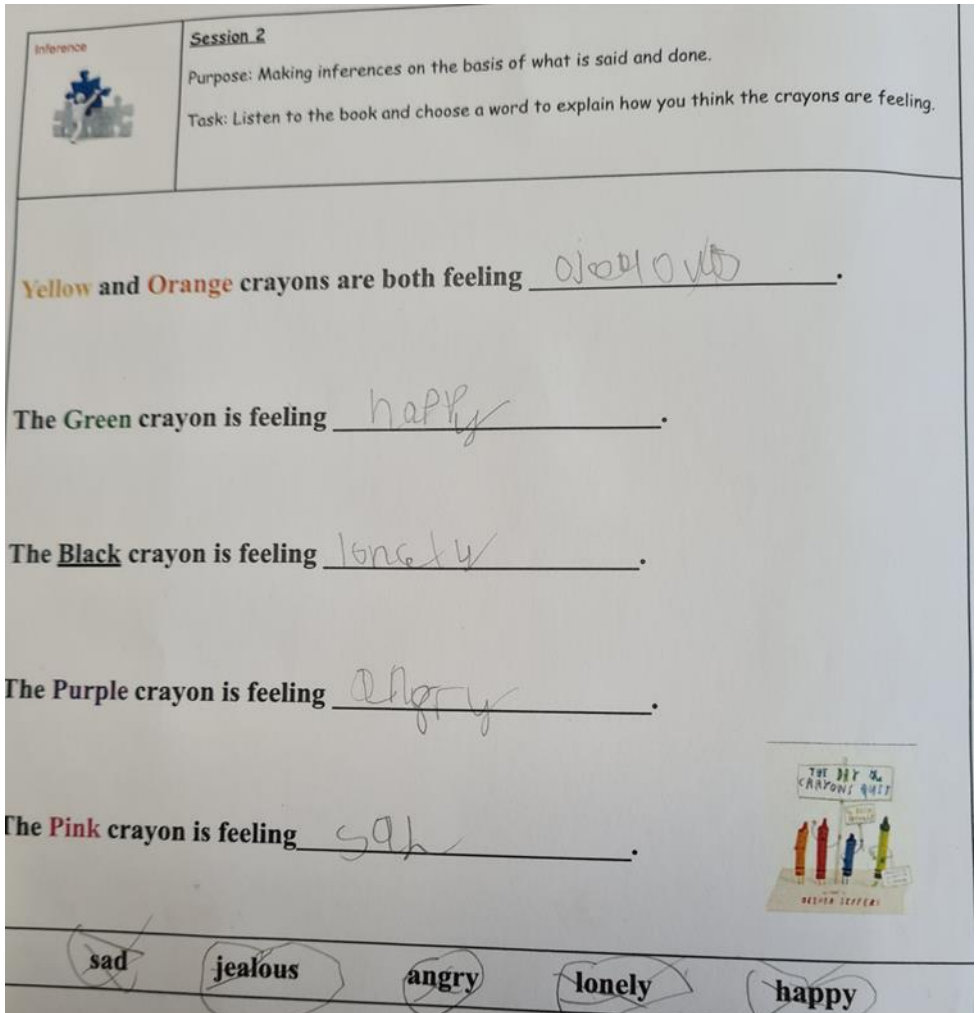
# Inference

Discussing characters' thoughts and feelings at key moments in a story



# Inference

Discussing characters' thoughts and feelings at key moments in a story



Inference

Session 2

Purpose: Making inferences on the basis of what is said and done.

Task: Listen to the book and choose a word to explain how you think the crayons are feeling.

Yellow and Orange crayons are both feeling _____.

The Green crayon is feeling happy.

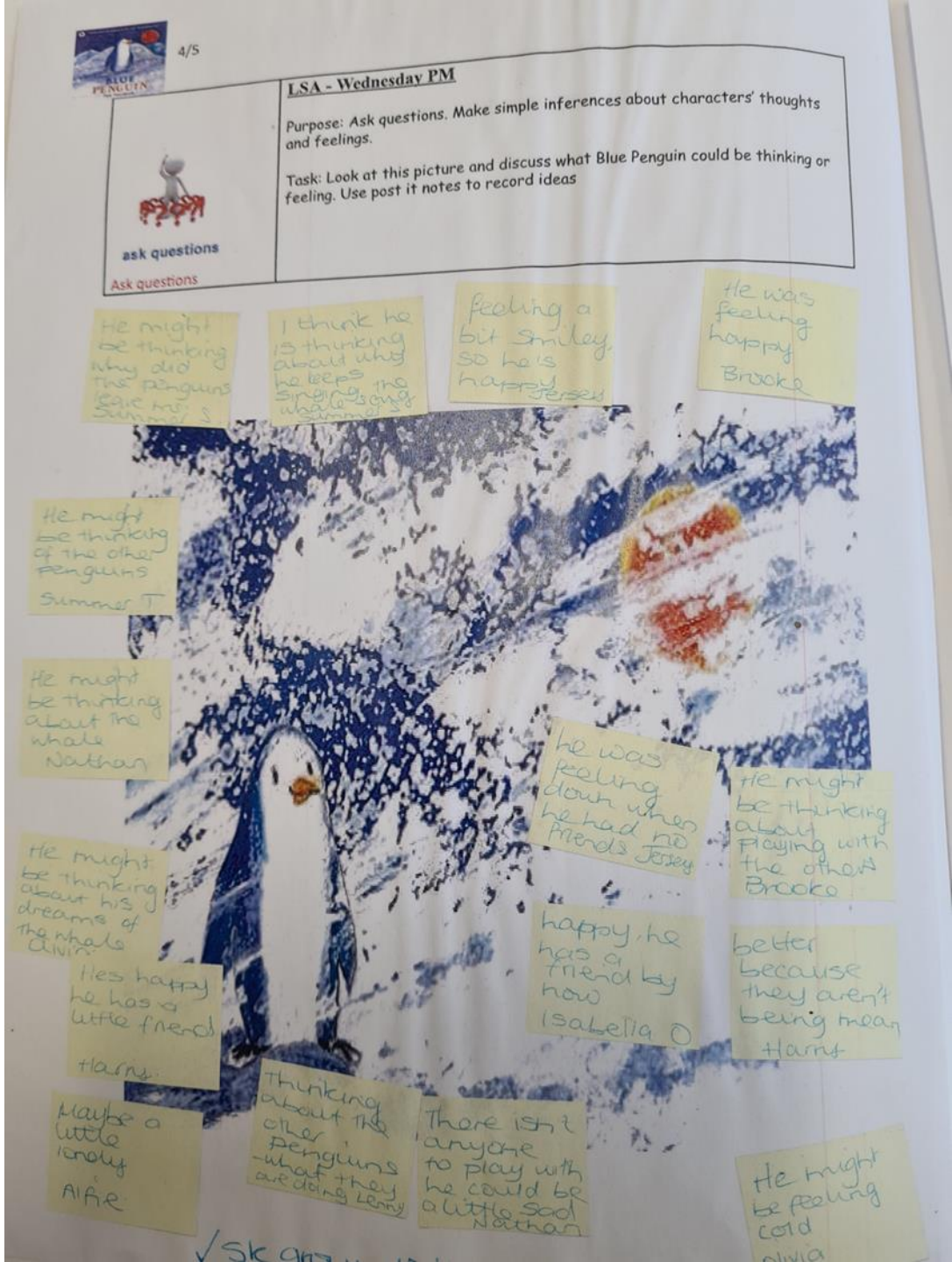
The Black crayon is feeling lonely.

The Purple crayon is feeling angry.

The Pink crayon is feeling sad.



sad jealous angry lonely happy



4/5

LSA - Wednesday PM

Purpose: Ask questions. Make simple inferences about characters' thoughts and feelings.

Task: Look at this picture and discuss what Blue Penguin could be thinking or feeling. Use post it notes to record ideas

ask questions

Ask questions

He might be thinking why did the penguins leave my s

I think he is thinking about why he keeps the singing song

feeling a bit Smiley. So he is happy Jersey

He was feeling happy Brooke

He might be thinking of the other penguins Summer T

He might be thinking about the whale Nathan

He was feeling down when he had no friends Jersey

He might be thinking about Playing with the others Brooke

He might be thinking about his dreams of the whale Alivia

He's happy he has a little friend Harry

happy, he has a friend by how Isabella O

better because they aren't being mean Harry

Maybe a little lonely Alfie

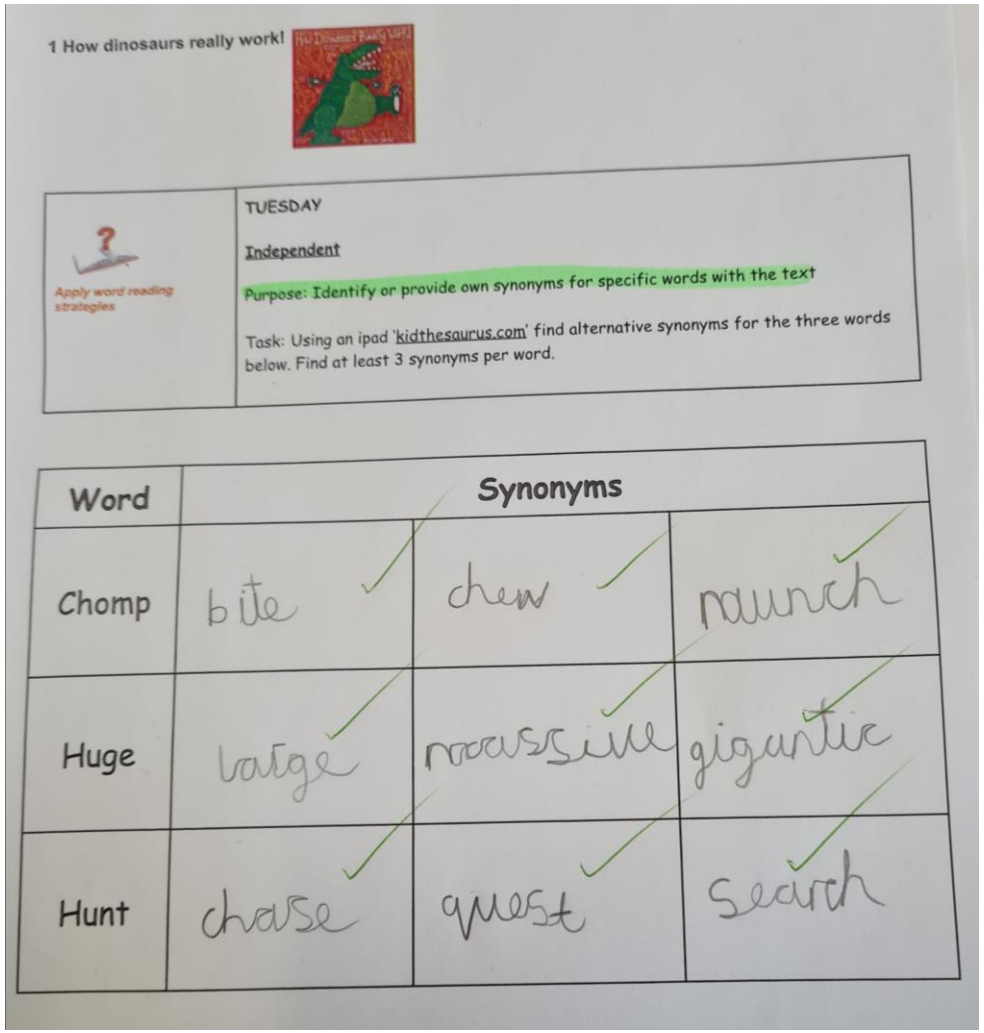
Thinking about the other penguins what they are doing Lenny

There isn't anyone to play with he could be a little sad Nathan

He might be feeling cold Olivia

# Synonyms

Finding synonyms of important words that feature in the text, to help develop understanding of the word. Use this as an opportunity to build new, associated vocabulary that can then be used in writing.



1 How dinosaurs really work!

Apply word reading strategies

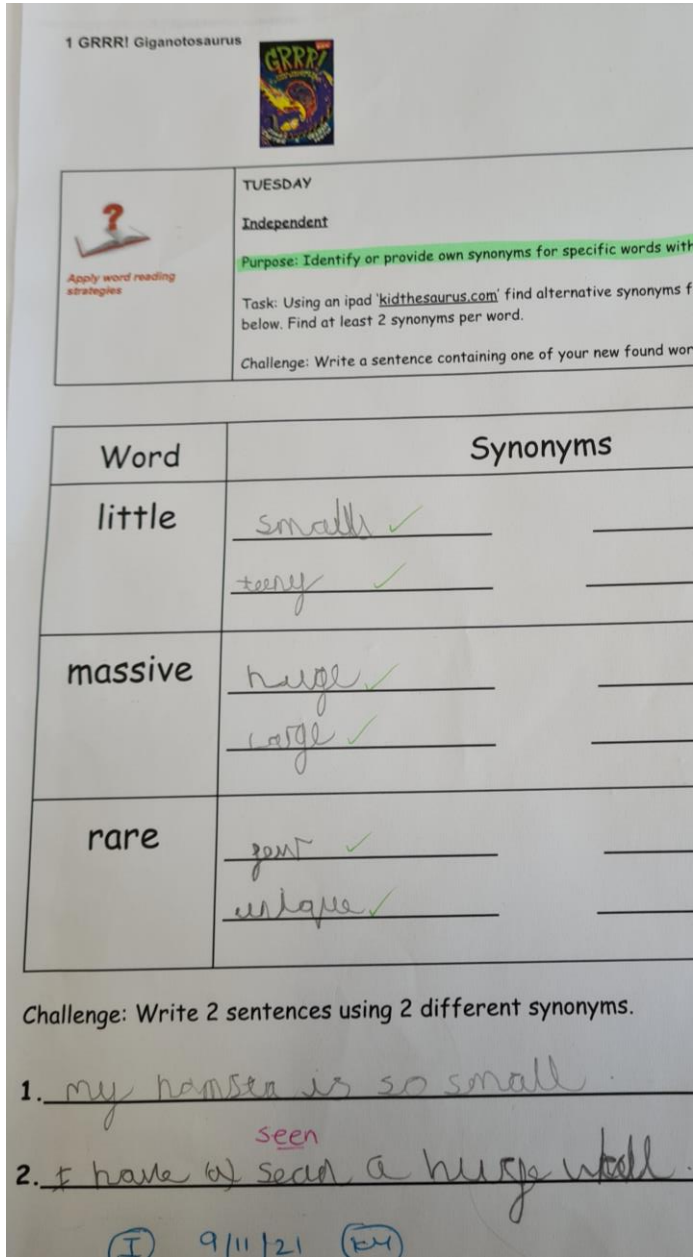
TUESDAY

Independent

Purpose: Identify or provide own synonyms for specific words with the text

Task: Using an ipad 'kidthesaurus.com' find alternative synonyms for the three words below. Find at least 3 synonyms per word.

| Word | Synonyms | | |
|---|---|---|---|
| Chomp | bite | chew | raunch |
| Huge | large | massive | gigantic |
| Hunt | chase | quest | search |



1 GRRR! Giganotosaurus

Apply word reading strategies

TUESDAY

Independent

Purpose: Identify or provide own synonyms for specific words with

Task: Using an ipad 'kidthesaurus.com' find alternative synonyms f below. Find at least 2 synonyms per word.

Challenge: Write a sentence containing one of your new found wor

| Word | Synonyms | |
|---|---|---|
| little | small | |
| | teeny | |
| massive | huge | |
| | large | |
| rare | few | |
| | unique | |

Challenge: Write 2 sentences using 2 different synonyms.

1. my hamster is so small.

2. I have seen a huge whale.

(I) 9/11/21 (KY)

1 Lost and Found

Skim

WEDNESDAY AM

Independent

Purpose: To preview and extract basic information from the text.

Task: Skim the text to count how many of the words in blue there are. Write the number in the box next to that word.

So together, he and the penguin would row to the South Pole. The boy took his rowboat out of the cupboard and they tested it for size and strength. They packed everything they would need… and together they pushed the rowboat out to sea.

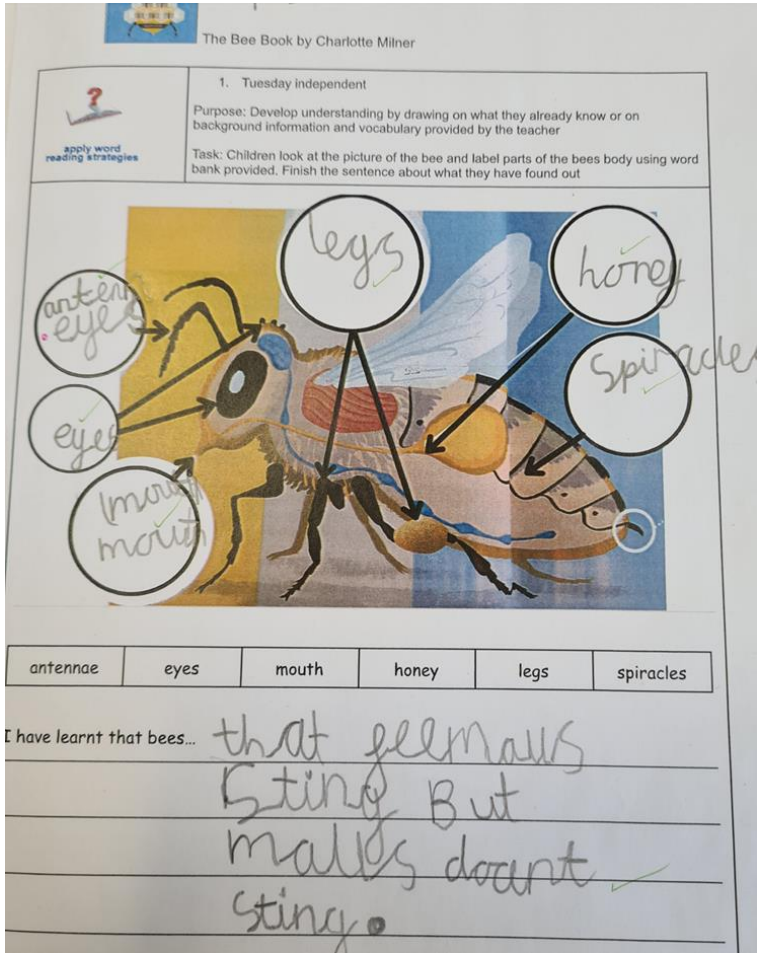
They rowed south for many days and nights with the boy telling stories all the way. The penguin listened to everything that the boy said. They floated through good weather and bad, when the waves were as big as mountains… until they came to the South Pole.

The boy was delighted, but the penguin said nothing. Suddenly it looked sad again as the boy helped it out of the boat. The boy said goodbye… and floated away. But as he looked back, the penguin looked sadder than ever.

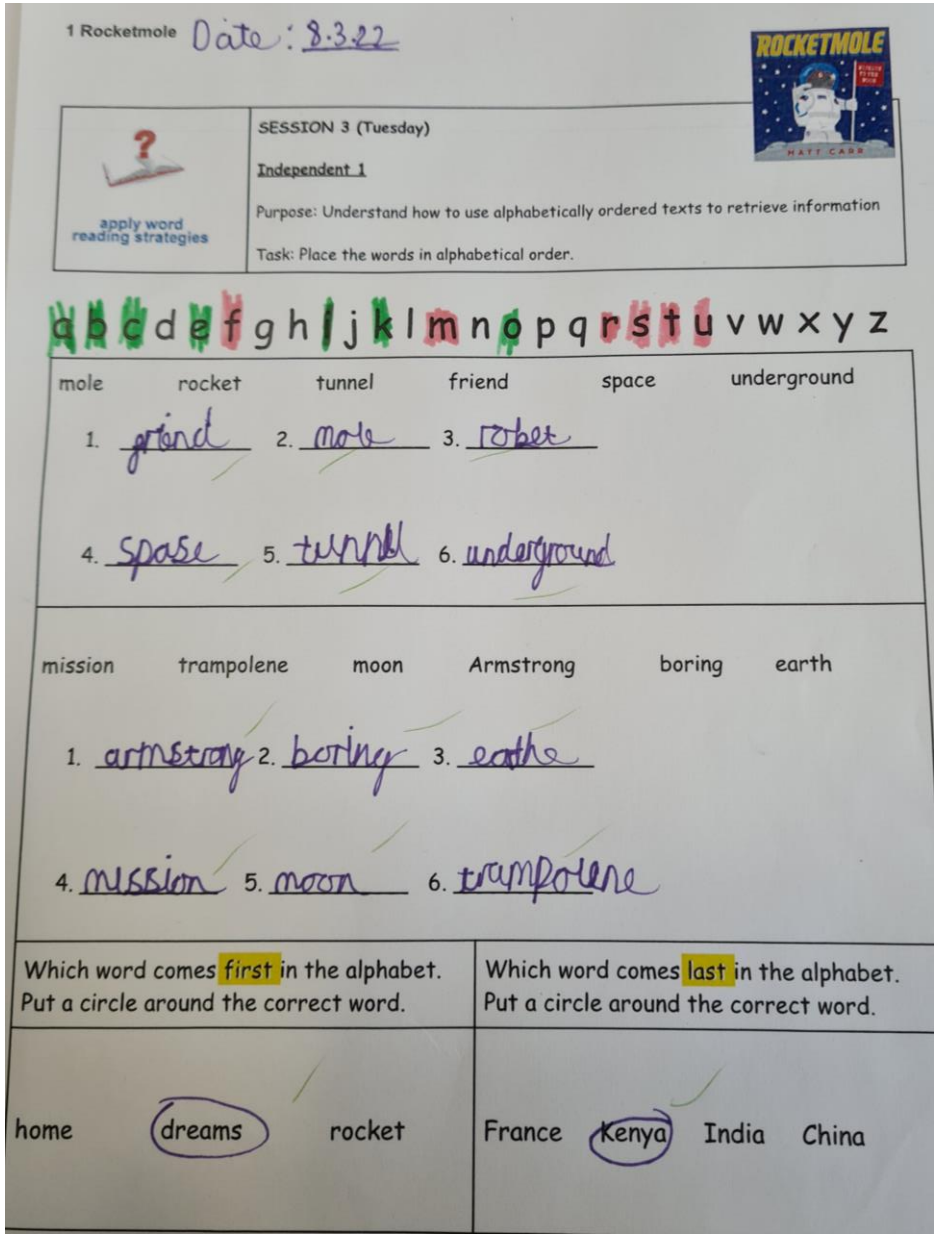
| | | | |
|---|---|---|---|
| penguin | 4 | nothing | 1 |
| boy | 3 | looked | 1 |
| South Pole | 2 | weather | 1 |
| together | 2 | sea | 1 |
| everything | 1 | said | 2 |

# Retrieval

Ask the children to reread the focus text to record the number of times a word has been used. Skimming the text to find them.




Read information and record what they have found out about a subject.



1 Rocketmole Date: 8.3.22




apply word reading strategies

SESSION 3 (Tuesday)

Independent 1

Purpose: Understand how to use alphabetically ordered texts to retrieve information

Task: Place the words in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

mole rocket tunnel friend space underground

1. friend 2. mole 3. robet

4. spase 5. tunnell 6. underground

mission trampolene moon Armstrong boring earth

1. armstrong 2. boring 3. earthe

4. mission 5. moon 6. trampolene

Which word comes first in the alphabet. Put a circle around the correct word.

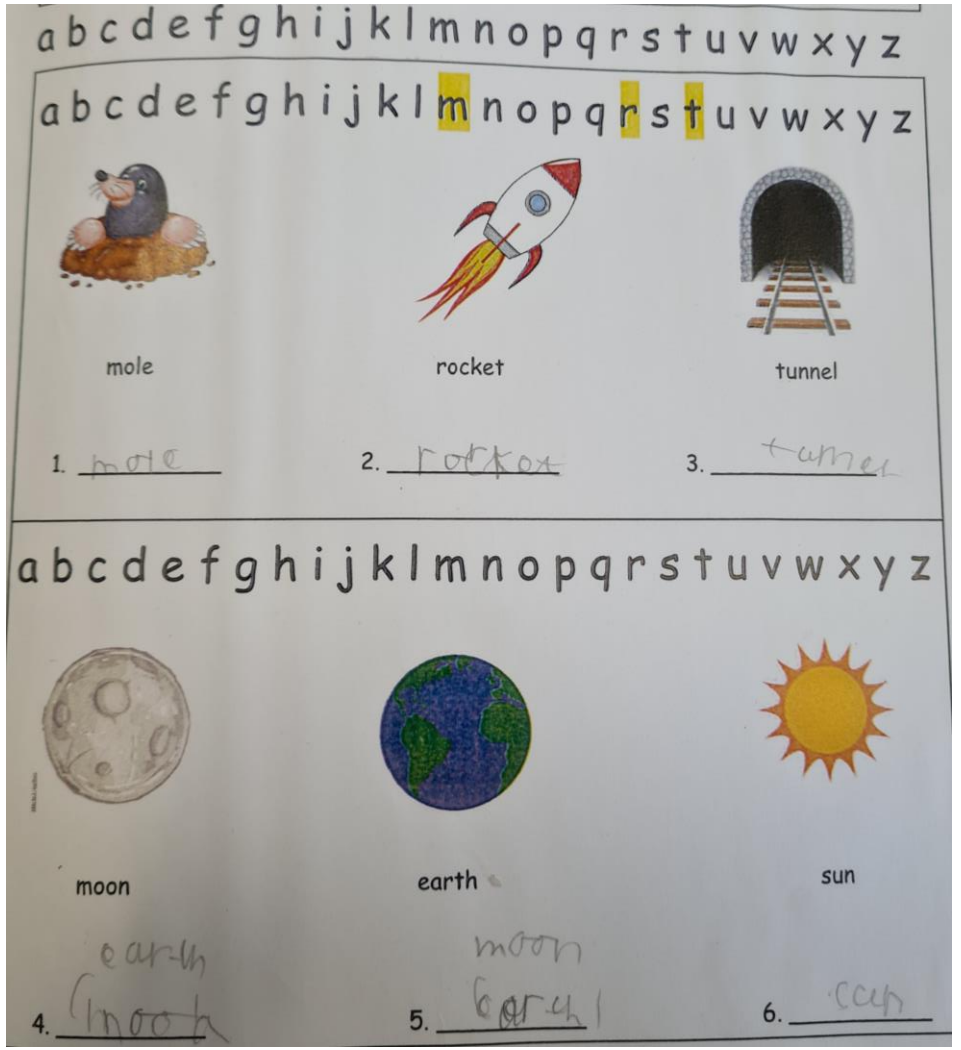
home dreams rocket

Which word comes last in the alphabet. Put a circle around the correct word.

France Kenya India China

# Retrieval

Place the words from the text in alphabetical order – and good dictionary practice



a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z







mole rocket tunnel

1. mole 2. rorkot 3. tunel

a b c d e f g h i j k l m n o p q r s t u v w x y z







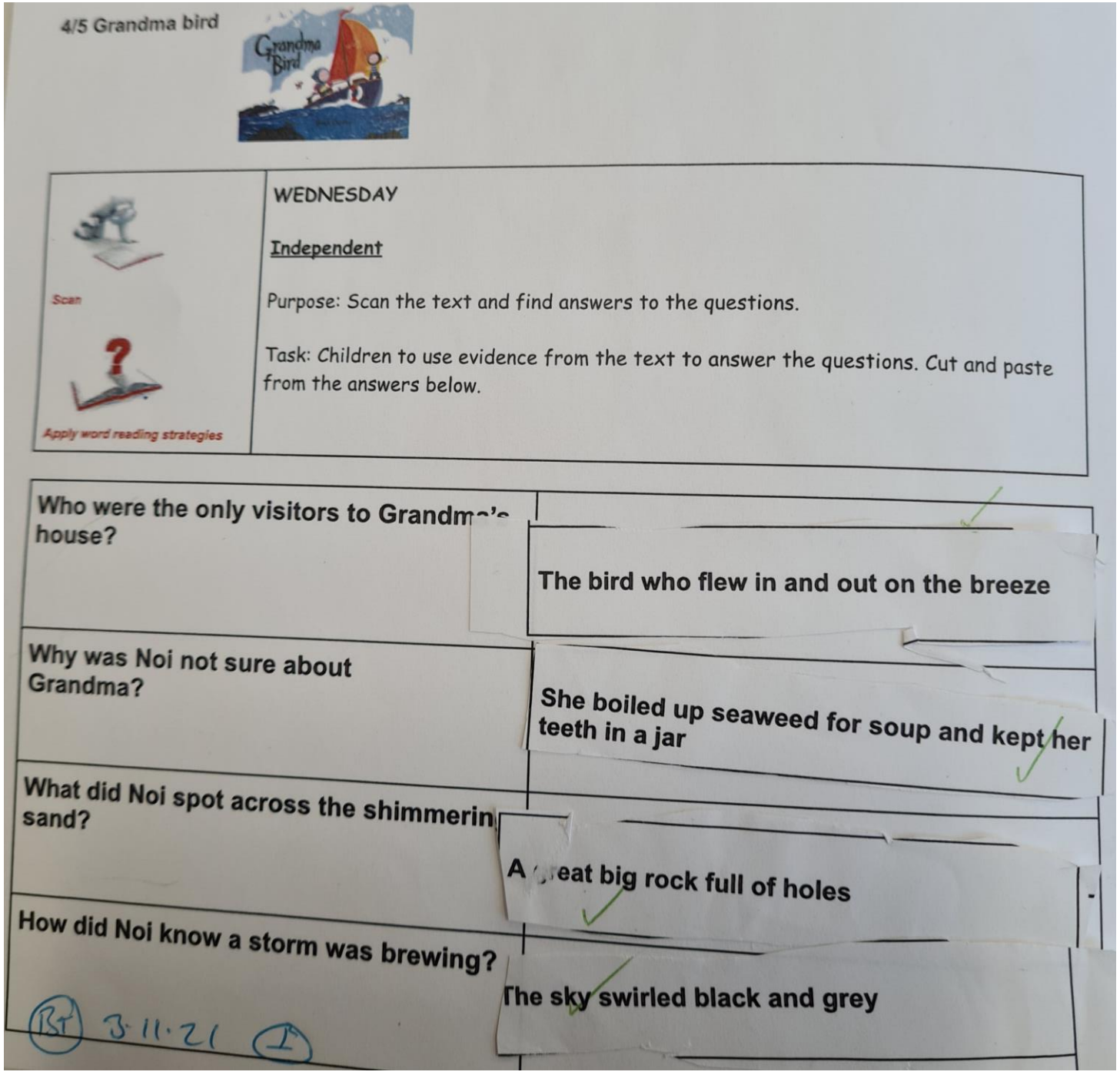
moon earth sun

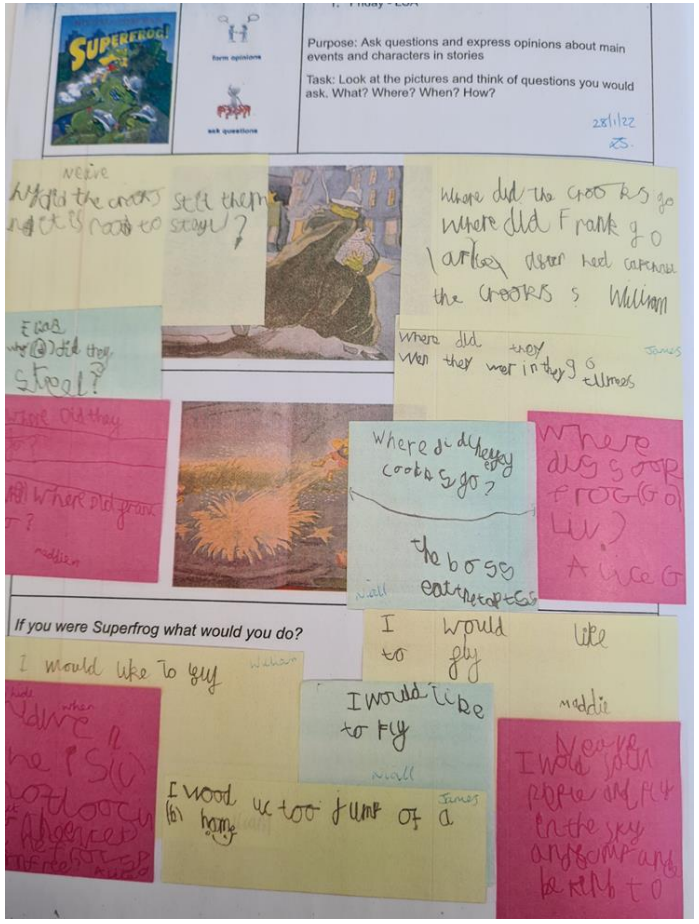
earth moon

4. moon 5. earth 6. cup

# Asking and Answering Questions

Scan the text to find answers to the questions. Match the given responses to the correct question.



# Opinion scale

fearful — brave

I think … because …

Earlier in the text …

This part of the text shows …

Hampshire Services
HIAS SCHOOL IMPROVEMENT

At the **beginning** of the story, Kevin felt ..... sad

In the **middle** of the story, Kevin felt ..... afraid

At the **end** of the story, Kevin felt .....

| | | | |
|---|---|---|---|
| shy | scared | nervous | confused |
| surprised | safe | happy | brave |

At the **beginning** of the story, Kevin felt .....

because.....

.....

In the **middle** of the story, Kevin felt .....

**because** .....

.....

the **end** of the story, Kevin felt .....

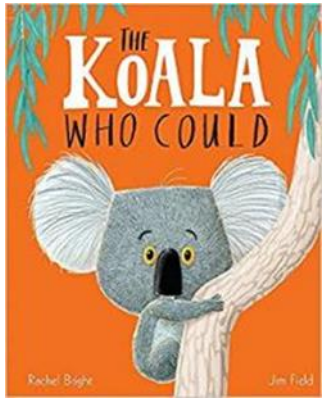
**cause** .....

.....

At the beginning of the Sto story Kevin felt sleepy because he had been munching leaf buns

In middle of the story kevin hes afraids of geting down from the tree

At the end of the story kevin feels happy and excited x becase he never go's in the tree ever agin



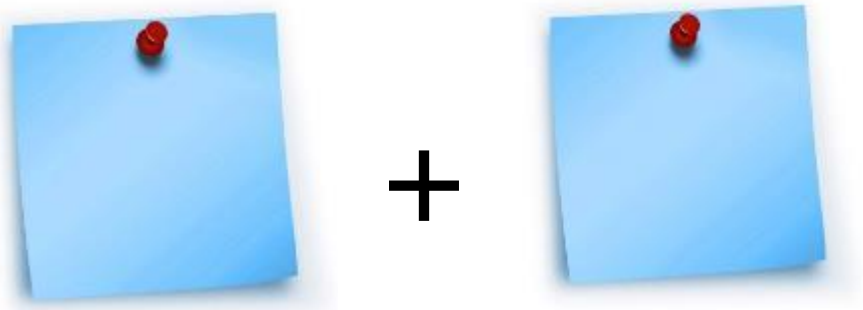

Hampshire County Council

# Inference sums

Evidence from text + Evidence from text = Inference

Evidence from text + Background knowledge = Inference

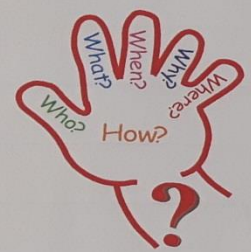
connect to prior knowledge



+ = Kevin is nervous

I am learning to ask questions about what I have read. 12.12.16

What questions would you like to ask the main character from your book?




Why is it always Elephant?

How did the bird bang his head?

When did you meet the bird?

Why did The have a competion every year?

Why do the other animals want to be King?

Why was mole afraid to do the chalenge?

Why was mole's fur dusty and dirty.

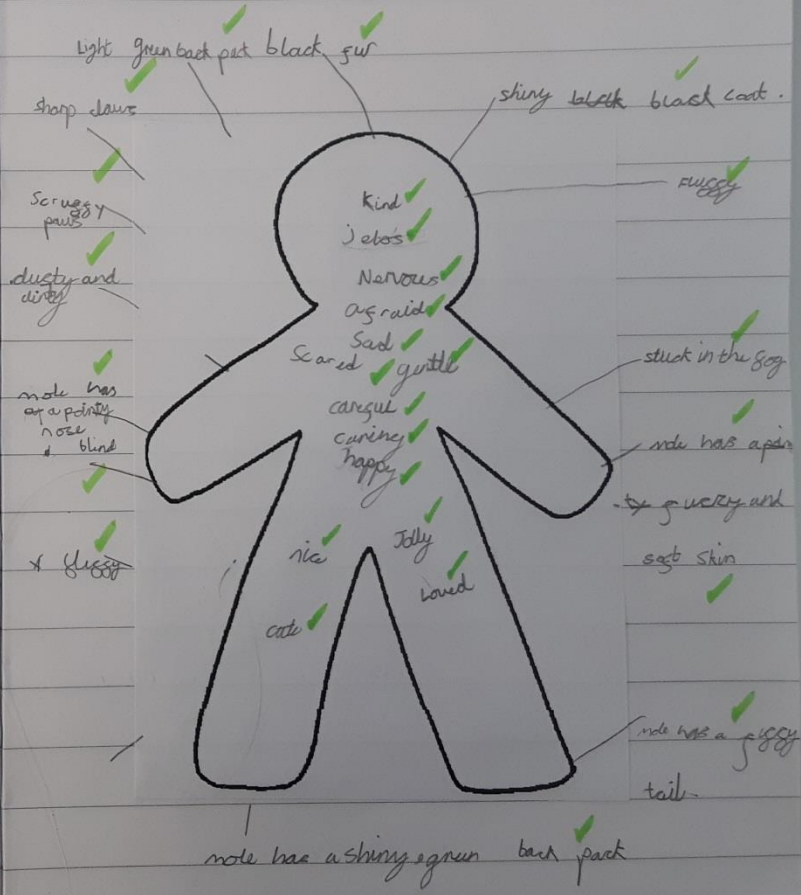
Why did the ground shake?

Why did King not see dusty mole?

When did mole get to the chalenge?

13.12.16

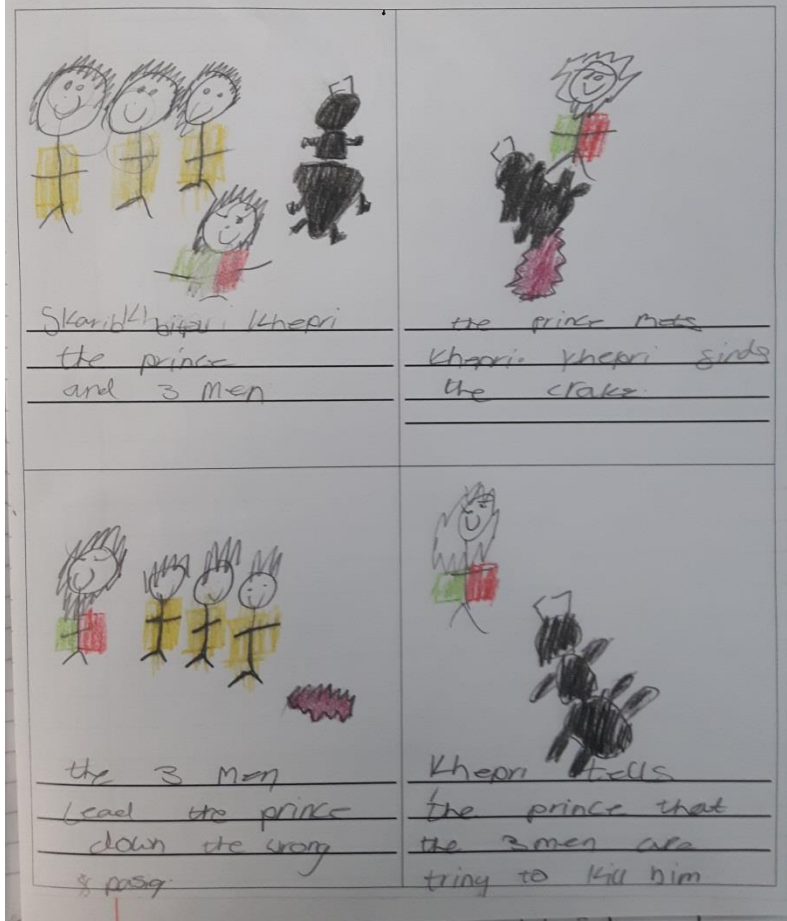
I am learning to find descriptions and infer characteristics of a chosen character.



13.12.16

LO: To summarise the main events in a story

Graycee




Thursday 8th December 20

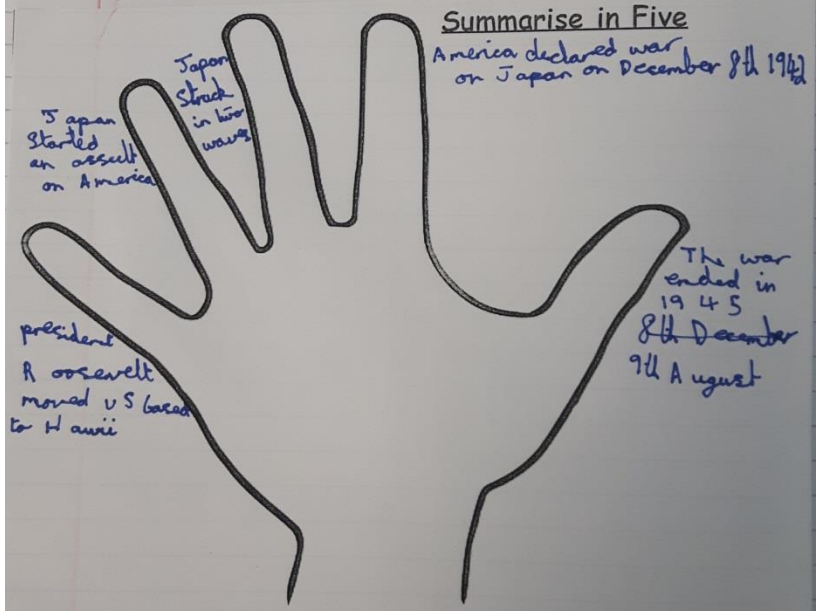
I am learning to use reading strategies to support my understanding of a text

Clarifier Spotter

I am leaning how to clarify the meaning of new vocabulary and relate it to the text. Clarifier Spotter

Clarifier Spotter

I think this article is going to be about WW1 and how hom it was.


Summarise in Five



shiny belt

# Roll, Read, Draw

This doesn't have to be a worksheet, and you can adapt the words to contain your focus GPCs.

Roll the dice, read the word with that number and draw what the word means.

# Shared Reading – Story Time!

Reading Gives You Wings
Hailstorms
What different books can you read ?
Can you read with a grown up 10 times to collect a butterfly ?
Seashore
my first Seas and Oceans book

France
Stanley
Grace
France
France Class
George
France Class
Mason
France Class
Millie
France
Millie
Charlie S.
Spain
Spain
Millie
France
Camden