

SERVICES FOR SCHOOLS

Reading Journal Guidance for Secondary Schools

HIAS English Team

October 2017

Contents

Reading journal overview

Some Example Outcomes

Guided Reading Practice

The importance of talk

Children reflecting upon texts

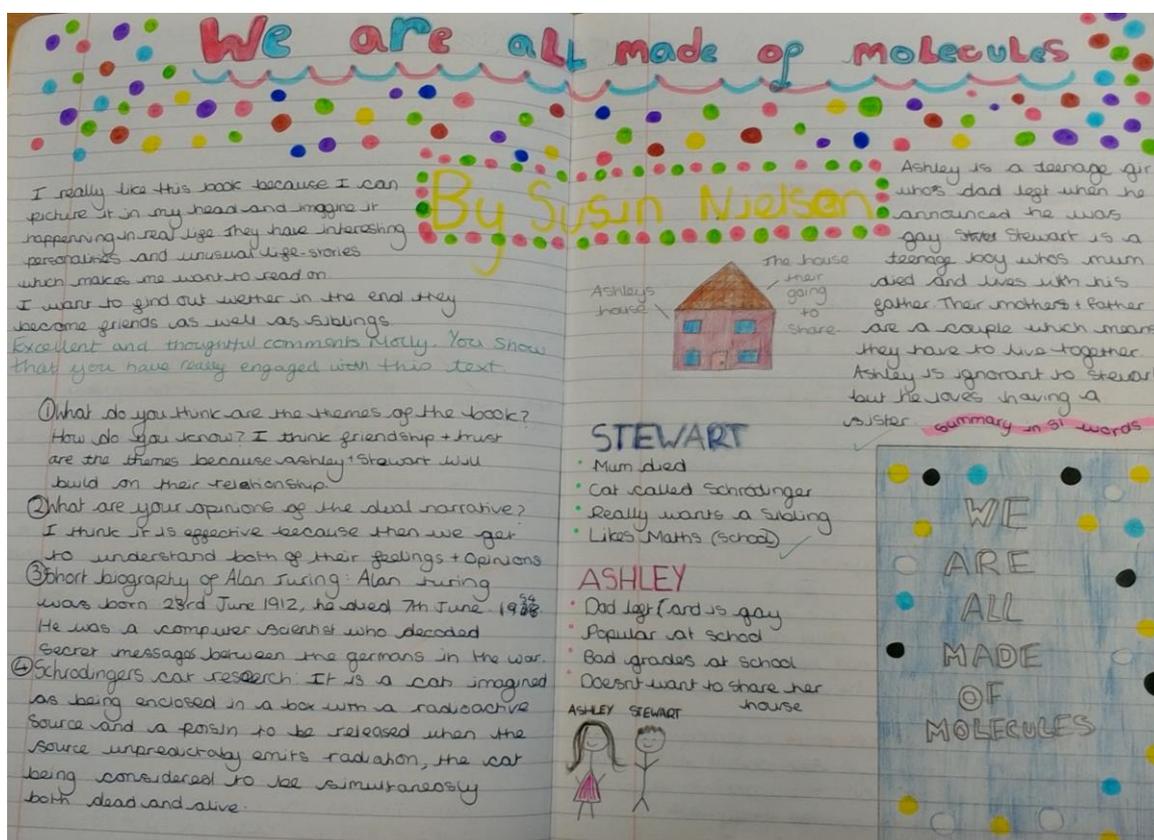
Suggested activities linked to Hampshire KS3 Assessment Model domains

Reading Journals

Reading journals allow pupils to respond to a variety of texts in different ways, ensuring that reading comprehension is evidenced through a wide range of approaches. The Reading Journal model can be particularly effective in supporting teachers to assess how pupils' comprehension skills and processes are developing. They provide space for reflection and evaluation as well as speculation and exploration of ideas, giving teachers valuable insight to pupils' thinking as they engage with text.

There are many formats for reading journals and it is not necessary to have a separate book for this purpose. Much will depend on the age and needs of the pupils, 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. Particularly in the initial stages of introduction, it could be a whole class book where the teacher takes responsibility for the writing process and pupils concentrate on articulating ideas and responses. Collaborative group journals can also be used. The intention is to build pupil confidence in the application of key skills and in approaching activities and tasks, so that they can complete tasks independently in school and at home. A scaffold or model of expectations helps pupils achieve this across the year.

Pupils can use a journal for fiction or non-fiction texts and there are a number of objectives in the National Curriculum that support and guide this aspect of reading, such as the requirement that pupils build understanding of 'increasingly challenging texts through...making inferences and referring to evidence in the text' and by 'making critical comparisons across texts (DfE, 2013: p. 4).





Thursday 20th October

Think Aloud in a Cloud

1900's

I shall never forget the first train that ran by. I was feeding quietly near the pales which separated the meadow from the railway, when I heard a strange sound at a distance, and before I knew whence it came - with a rush and a clatter, and a puffing out of smoke - a long black train of something flew by, and was gone almost before I could draw my breath. I turned, and galloped to the further side of the meadow as fast as I could go, and there I stood snorting with astonishment and fear.

Who is 'I'?

'snorting' she was out out of breath

I like the word 'astonishment'

Why is she turning away from the train?

A baby?

What is a pale?

Intriguing

Could Joe a bad memory

'whence' Not sure of the definition

It was going fast.

Wasn't familiar to the sound.

'rush' and 'clatter' - good description

Predict - There was someone in the train she didn't want to see.

"Puffing out of smoke" It was an old steam train.

Just position

Narrator is a horse

2 commas

✓ Excellent 'Think Aloud in a Cloud'!

This is an extract from the publication Reading Journal Guidance for Secondary Schools. The full version is available on Moodle+.