



Primary English

Education Consultancy

KS1 READING JOURNALS

A variety of activities to support the teaching and learning of reading using the 2014 National Curriculum.

Rachel Clarke

KS1 Reading Journal activities to support the 2014 National Curriculum

Reading journals can take a variety of forms and can be completed by pupils on their own, by working in pairs, through dialogue between teachers and children and in collaboration with parents. Reading journals can provide space for reflection and evaluation. Entries can take a variety of forms such as:

Jottings, notes, diagrams, grids, charts, mind maps, questions, poems, playscripts and so on.

Journals are suitable for children of all abilities and should not be the preserve of the more able. They enable children to speculate and hypothesise and allow them to collect ideas that they may come back to later when discussing and writing about texts. Journals also provide teachers with valuable evidence of what children can do when working away from the guided reading group or teacher-led activity...

This Reading Journal booklet has been designed to support teachers in delivering a wide range of activities to support the breadth of learning in reading required by the 2014 national curriculum.

The KS1 Reading Content Domains

Whilst the Content Domains are based on the National Curriculum they do not include the national curriculum programme of study for reading at KS2 in its entirety, and therefore it is essential that teachers still plan their lessons using the national curriculum.

The following table shows the content domains for KS1:

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Source: *English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3*

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1a Draw on knowledge of vocabulary to understand texts

Find 5 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words.

Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, together = to, get, her

Find 5 adjectives in your book. Now try to use them in your own sentences

Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word.

Find 5 adverbs in your book. Put them in alphabetical order.

List any key words or phrases from the book.

Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.

1b Identify and explain key aspects of fiction and non-fiction text, such as characters, event, titles and information

List all the characters that appear in the story.

Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.

Choose one character from the story. Find three things the author says about this character.

Draw a picture of your favourite character. Label it with words the author uses to describe the character.

Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means.

Write down some facts you have learned from your book.

Make a fact file about a topic from your book.

Make up some questions about your book. Give them to a friend and see if they can use the book to answer them.

Create a true/false quiz about the book. Try the quiz out on a friend.

1c Identify and explain the sequence of events in texts

List all the events in your story in the correct order.

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.

Sequence events from the story.

Re-write the story in your own words.

Make a timeline of events from the story.

Look at these jumbled-up pictures/sentences. Can you put them in order?

1d. Make inferences from the text

Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view.

How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?

Write down three questions you would want to ask a character from the book. Now try to write their answers.

Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.

Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.

Write three alternative titles for the book. Explain why you have come up with these titles.

1e. Predict what might happen on the basis of what has been read so far.

After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter.

Write a blurb for the book.

Think of what might have happened before the story took place. Write this in your own words.

Look at the front cover. What do you think is going to happen in this book?