



Primary English

Education Consultancy

KS2 READING JOURNALS

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

Rachel Clarke

KS2 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 KS2 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 KS2:

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

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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2a Give/explain the meaning of words in context

Find 10 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, shelter – She, he, helter...

Find 10 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 10 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.

Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.

Make a list of the words and phrases used to create atmosphere, set the scene or describe character.

2b Retrieve and record information/identify key details from fiction and non-fiction

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.

Over what period of time does your story take place? 1 day, 1 week, 1 month, or possibly years? Draw a timeline to show the events in your story. Did the events take place in the order in which we're told them?

Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?

Draw a bar chart to show the most exciting/dramatic parts of the story.

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.

Summarise the main things you have learned from this book

2c. Summarise main ideas from more than one paragraph

List the main events in the story.

Summarise the main things you have learned from this book

Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.

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

Write a fact file about the main ideas from this book.

Write a blurb for this book.

Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school newsletter/website.

Rewrite a section of your book as a playscript or as a text for younger children.

Try to summarise the paragraph/chapter/book in 100 words or less.

2d. Make inferences from the text/ explain and justify inferences with evidence 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.

Storyboard events from the story as a comic strip. Which picture would represent the key event/turning point in the story?

Write a telephone conversation between two characters from the book. Explain from where you have got your evidence.

Write a letter from one character in the book to another. Explain from where you have got your evidence.

Draw a chart to show how a character's feelings change over the course of a story.

Write a missing scene for the story. This must be something that is implied in the text but which the author has left out.

2e. Predict what might happen from details stated and implied

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.

Choose a character from the book and say what you think would have happened if they had behaved/reacted differently.

Choose a key moment from the story and change the event – what would have happened next?

Has this book changed your mind about anything? Was there something that you thought was true/was going to happen but you've found out is false?

Before finishing the story, what do you think is going to happen?

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole

Identify the organisational features (glossary, contents, index...) used by the author. How is it used to make the meaning of the text clear? What would happen if some of the features were missing?

Identify different visual ways that the author has provided information (pictures, diagrams, photographs, line drawings...). Evaluate what the diagrams tell you that the words cannot. Could you find out all the information by looking only at the photographs? What is the value of the annotations?

Look at the organisational features used by the author. Rank the features in order of importance and explain your choice.

Create a quiz about the book which uses different organisational features. Challenge a friend to find the information using the different parts of the book.

Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?

Choose two books on the same topic and compare the way they are set out – what features are similar/different?

2g. Identify/explain how meaning is enhanced through choice of words and phrases

Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.

Make a list of the words and phrases used to create atmosphere, set the scene or describe character.

Find descriptive words in the text. Use a thesaurus to find antonyms and synonyms for the words. Now try to use the new words in your own sentences. Evaluate which is more effective – the author's original choice or the new words you have found.

Identify where the author has used figurative language. Evaluate the effectiveness of the language choices and the imagery created.

How is the author trying to make us feel at this point? How does s/he achieve this?

Are any words or phrases repeated? What effect does this create?

2h Make comparisons within the text

Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?

Choose two books on the same topic and compare the way they are set out – what features are similar/different?

Compare two characters from the story; how are they similar/different? Compare your book to another on the same topic; which do you prefer and why?

Compare settings in the book. How do they work to support the emotions/storytelling at each point of the story?

Draw pictures of different settings/different characters in the books and collect descriptive vocabulary from the text used to describe them. What similarities and differences can you find?

Compare different chapters in the book. Look at the organisational features; how are they similar and different? Why has the author chosen to present the information this way? How does this organisation work to support the finding of information?

Compare your book to a website on the same topic; which do you think gives better information and why?

Compare this book to others by the author. Are there any similarities or differences?

Was there a part of the story that reminds you of any other books you have read? Explain the connections.

Does this writer have a website? Find out and see if you can find out about similarities and differences in the types of books they write.