

My Reading Journal 1

Name:.....

Class:

Presented by the Lancashire Literacy Team

Education and Cultural Services Directorate

Lancashire
County Council

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Year 1 Reading Journal - Teacher's notes

- The activities **are not intended to be issued without prior discussion and preparation.**
- Many can be used as part of a Guided Reading session and completed with teacher support.
- The pages in this Reading Journal are organised in terms, but are not intended to be given in any particular sequence. The year, term and objective are indicated on the back of each sheet.
- They meet many of reading objectives, and some of the writing objectives that relate to them.
- *The target statement in italics at the top of some teacher's pages is from the National Literacy Strategy Illustrative Target Statements for Reading or Writing.*
- The activities require a range of reading strategies to complete.
- You may decide not to use all of the sheets, and some children may have a different selection to others.
- You may choose sheets that support work done in the shared and guided session, or sheets appropriate to individual children's personal reading.
- Some of the activities are designed to be completed over time - such as collecting aspects of language to use in the children's own writing.
- Some activities may need to be differentiated - they are on the Literacy web site and you may download them and alter them or use a sheet from a younger age group. www.lancsnqfl.ac.uk --- National Strategies --- Literacy --- Core teaching --- Reading --- Reading Journals
- If you do not want to use photocopied sheets, these ideas are easily transferred to paper or exercise books. Or why not download the activity and work on screen.
- Most of the activities provide opportunities for Speaking and Listening about books and reading.



Reading in Year 1. This Year I will Read...



Stories with familiar settings	Stories with repeated patterns	Rhymes with repeated patterns	Traditional Stories	Traditional Rhymes
Fairy Stories	Stories with language from different countries	Rhymes with patterned language from different countries	Rhymes with repeated patterns from different countries	Playground Chants
Plays	Fantasy Stories	Poems with patterned structures	Poems on similar themes	Signs
	Labels	Captions	Instructions	Information Texts
Dictionary	Recounts			

Colour in each brick as you read each type of text.

...talk about characters, settings and plots in different books

...choose what I like to read and say why

...talk about settings and events in my own life and in books

... identify the main events or key ideas in a text

...read diagrams and charts to help me understand the text.

... know why authors use capitals and bold print to make a point

...use the title, cover and blurb to guess the contents of a book

...find information to answer simple questions

...read whole texts on my own



... read the words on List 1 and other familiar words

... blend phonemes to read words

... know about sentences making sense and can use this to work out new words

... read aloud well, using the right 'voice' and pausing at full stops

... guess what might happen in stories using clues from the text

...use the voice of the character when reading aloud




... understand the difference between fiction and non fiction

... know about non-fiction texts and say what will be in the text

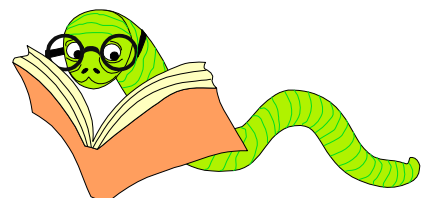
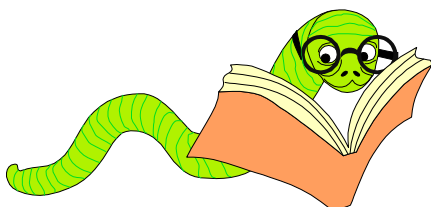


Books I have read this year

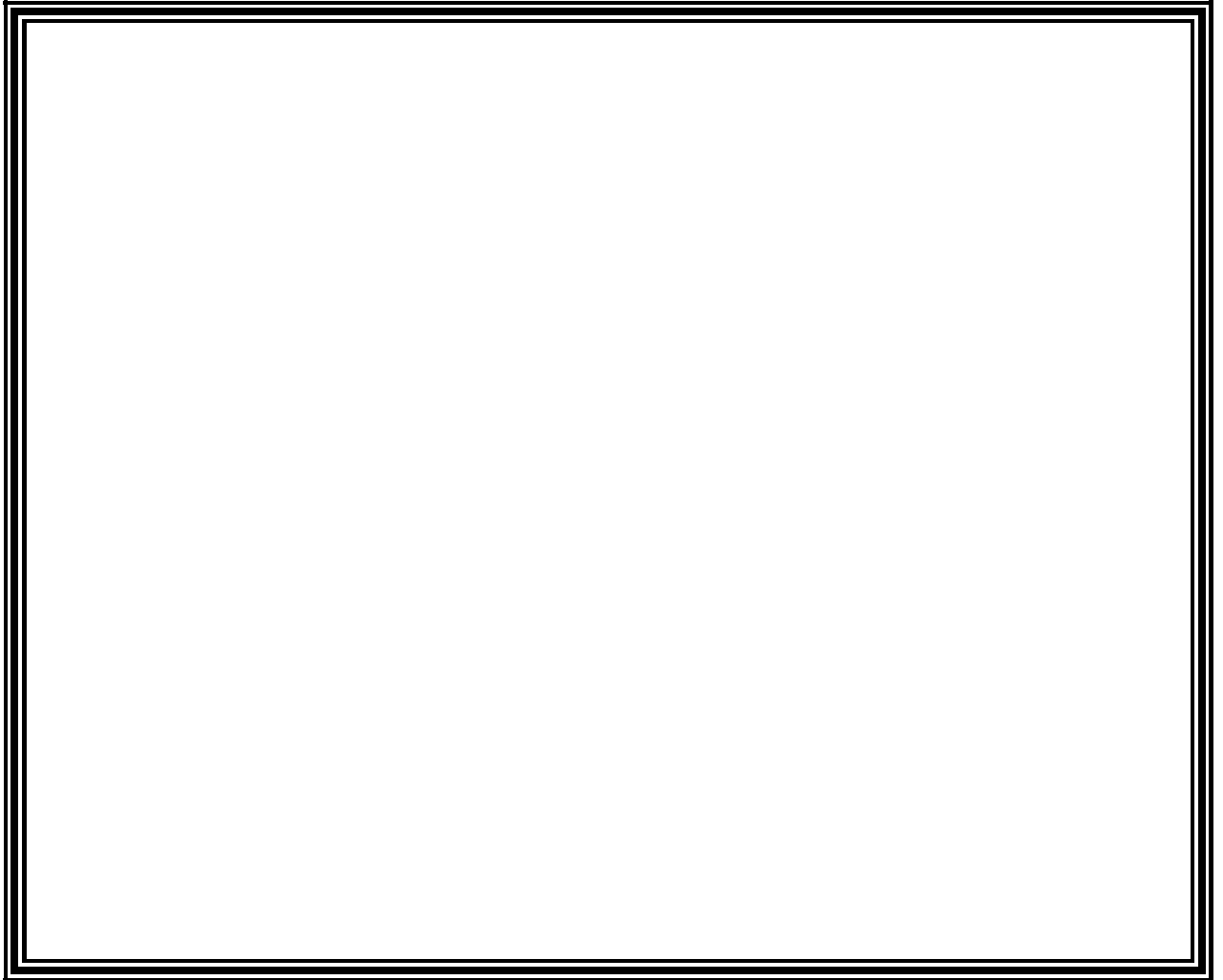


Fiction	Date	Title	Author			

Non-Fiction						



Draw a picture of a character from your book.



What is your character's name?

Write three words that describe your character's appearance.

--	--	--

Draw a picture of a character from your book.

Use an understanding of incidents, characters and settings to make predictions

Pupils should be taught:

Year 1 Term One

Pupils should be taught:

T5 to describe story settings and incidents and relate them to own experience and others.

Year 1 Term Two

Pupils should be taught:

T8 to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays.

Discuss the characters in the children's book. Talk about their appearance and their responses to events and other characters. Encourage the children to give reasons for their observations. The picture the children draw can reflect their response to the character rather than be a copy of an illustration.



Draw a picture of a setting from your book



Make a list of all the things you have drawn in your picture.

•	•	•
•	•	•
•	•	•
•	•	•

Draw a picture of a setting from your book

Relate story setting and incidents to own experience

Use an understanding of incidents, characters and settings to make predictions

Pupils should be taught:

Year 1 Term One

Pupils should be taught:

T5 to describe story settings and incidents and relate them to own experience and that of others.

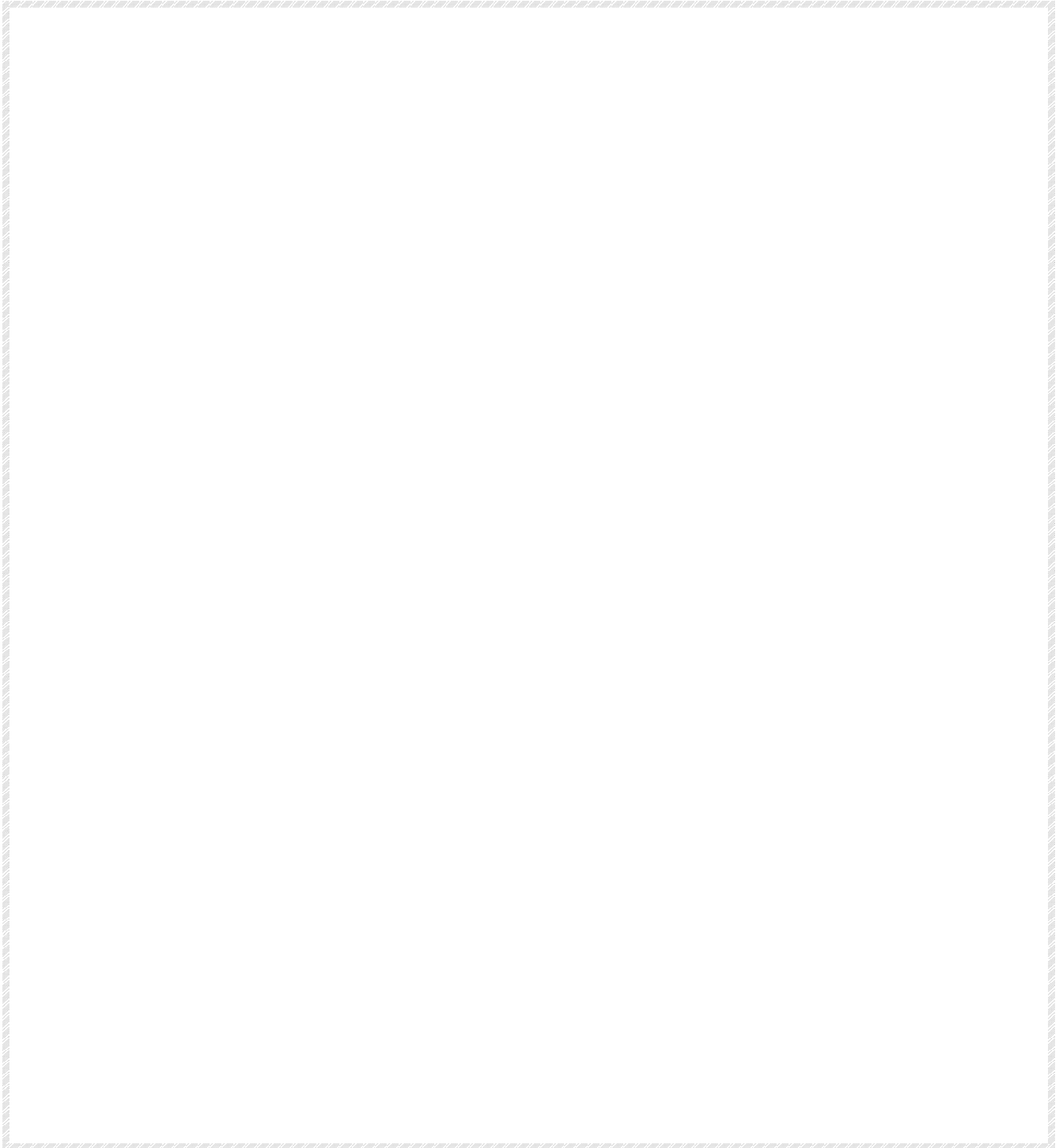
Year 1 Term Three

Pupils should be taught:

T8 to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes;

Make sure that the children are familiar with the term 'setting'. Talk about the various settings in the children's own lives and what they might expect to see there. Discuss the setting in the book and how it affects the story. The picture the children draw may reflect their own imagination as well as illustrations in the book.

Draw a picture of the main event in your book



Draw a picture of the main event in your book

*Use an understanding of incidents, characters and settings to make predictions
Identify and discuss the main events or key points in a text*

Year 1 Term One

Pupils should be taught:

T5 to describe story settings and incidents and relate them to own experience and that of others;

Year 1 Term Two

Pupils should be taught:

T7 to discuss reasons for, or causes of, incidents in stories;

Year 1 Term Three

Pupils should be taught:

T5 to re-tell stories, to give the main points in sequence and to pick out significant incidents.

Discuss the story with the children, focusing on the sequence of events and what happened after each one. Help the children to identify the main event, what had led to it, and what happened afterwards. This discussion will sow the seeds of understanding cause and consequence in stories.



Talking About Books

- ❑ Choose a character from your book. Ask your friend to choose one, too. Pretend to be the characters. Ask each other questions about what happens to them.
- ❑ Tell your friend all about a character in your book.
- ❑ Tell your friend all about a setting in your book.
- ❑ Retell a story that you like to your friend.
- ❑ Talk to your friend about something that happened to you that you have also read about in a book.
- ❑ Choose a book that you have read but your friend hasn't. Ask them to guess what it is about by looking at the cover and the pictures. Are they right?

Talking About Books

Make choices from a selection of texts and begin to justify preferences

Year 1 Term One

Pupils should be taught:

T5 to describe story settings and incidents and relate them to own experience and that of others;

T7 to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets;

Year 1 Term Two

Pupils should be taught:

T9 to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others;

Year 1 Term Three

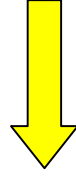
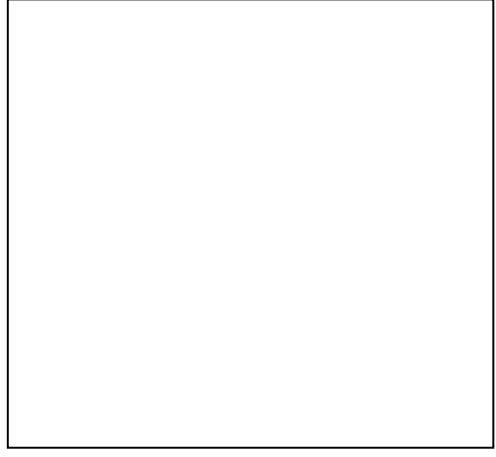
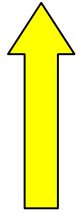
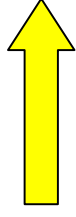
Pupils should be taught:

T5 to re-tell stories, to give the main points in sequence and to pick out significant incidents;

Suggested speaking and listening emphases

- Talk about personal experiences related to stories read.
- Describe story settings and incidents.
- In oral retellings, identify the main events of a story using some features of story language.
- Identify and discuss characters, their behaviour and description.
- Discuss book preferences and give reasons.
- Recall and retell the main incident from a story and explain why it happened.
- Retell stories, giving the main points in sequence.
- Identify and discuss story themes.
- Talk about themes and justify preferences in stories.
- Prepare and retell a story emphasising the key events and using the features of story language.
- Listen to stories read and told by other children.

Draw pictures to show the journey of a character in your book.



Draw pictures to show the journey of a character in your book.

Identify and discuss the main events or key points in a text

Year 1 Term One

Pupils should be taught:

T14 to write captions for their own work, e.g. for display, in class books;

Year 1 Term Two

Pupils should be taught:

T4 to re-tell stories, giving the main points in sequence (and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences;)

Year 1 Term Three

Pupils should be taught:

T5 to re-tell stories, to give the main points in sequence and to pick out significant incidents.

Discuss the main events in the story with the children and ask them to draw each event in the boxes provided. Each picture should be labelled with a caption to indicate the event.

A New Book

Title:

Author:

Draw the picture on the cover.



Write some words about the book

A New Book

Understand difference between fiction and non-fiction, and make predictions based on title, cover, blurb, etc;

Year 1 Term Two

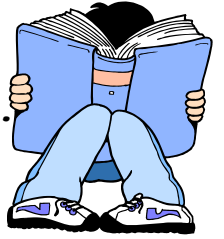
Pupils should be taught:

T19 to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does.

Discuss the terms 'title', 'cover', and 'blurb' with the children and ask them to use these to predict what the book might be about.



I have just read.....



By.....

I liked

.....

.....

Draw a picture

I didn't like

.....

.....

Draw a picture



I have just read

Sustain independent reading to complete texts at appropriate level
Make choices from a selection of texts and begin to justify preferences

Year 1 term Two

Pupils should be taught:

T3 to choose and read familiar books with concentration and attention, discuss preferences and give reasons;

Year 1 term Three

Pupils should be taught:

T4 to read with sufficient concentration to complete a text, and to identify preferences and give reasons;

Encourage the children to discuss their likes and dislikes in the books that they have read. Ensure that they justify what it is that they like or dislike. Help them to articulate their preferences by giving them 'hooks':

I liked the part when . . . because . . .

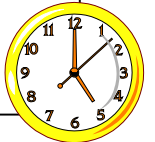
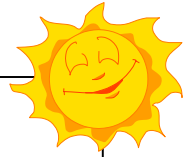
I didn't like it when . . . because . . .



My Favourite Words Collection

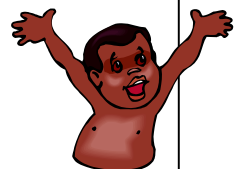
Time words

Once upon a time



Feeling words

frightened



Setting words

creepy castle



My Favourite Words Collection

Use language and structures from reading when writing

Year 1 Term One

Pupils should be taught:

W12 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Year 1 Term Two

Pupils should be taught:

W10 new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

Year 1 Term Three

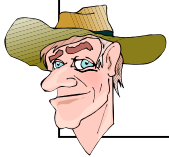
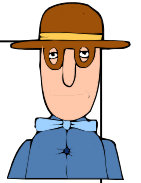
Pupils should be taught:

W8 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Children's writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.



Character appearance words
freckly face



Behaviour words

skipping about



stormy

Weather words



My Favourite Words Collection

Use language and structures from reading when writing

Year 1 Term One

Pupils should be taught:

W12 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Year 1 Term Two

Pupils should be taught:

W10 new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

Year 1 Term Three

Pupils should be taught:

W8 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Children's writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.

Collect words from your books that describe how these characters
feel



Collect words from your books that describe how these characters feel

Use language and structures from reading when writing

Year 1 Term One

Pupils should be taught:

W12 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Year 1 Term Two

Pupils should be taught:

W10 new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

Year 1 Term Three

Pupils should be taught:

W8 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Children's writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.



Collect words from your books that describe how these characters feel

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W10 new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

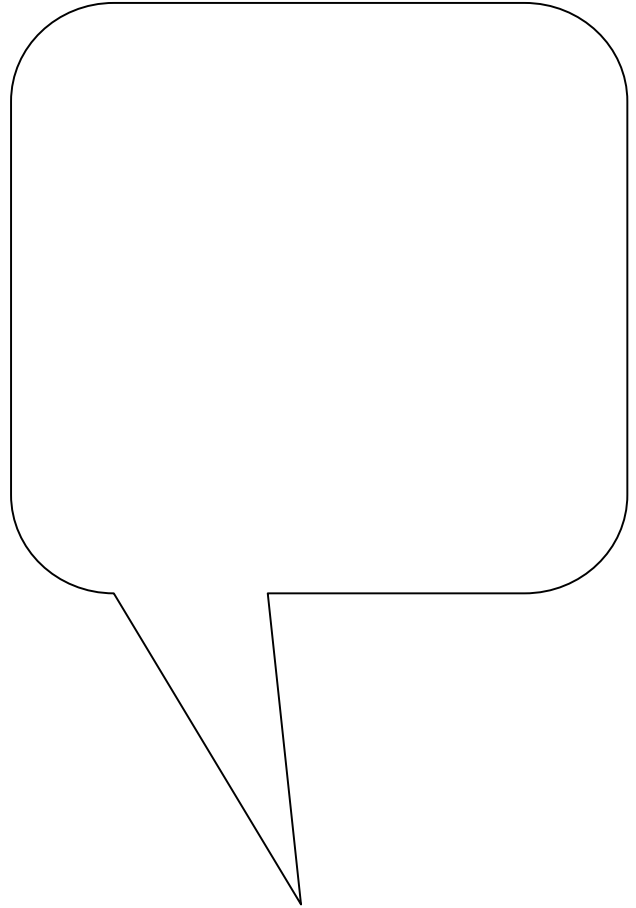
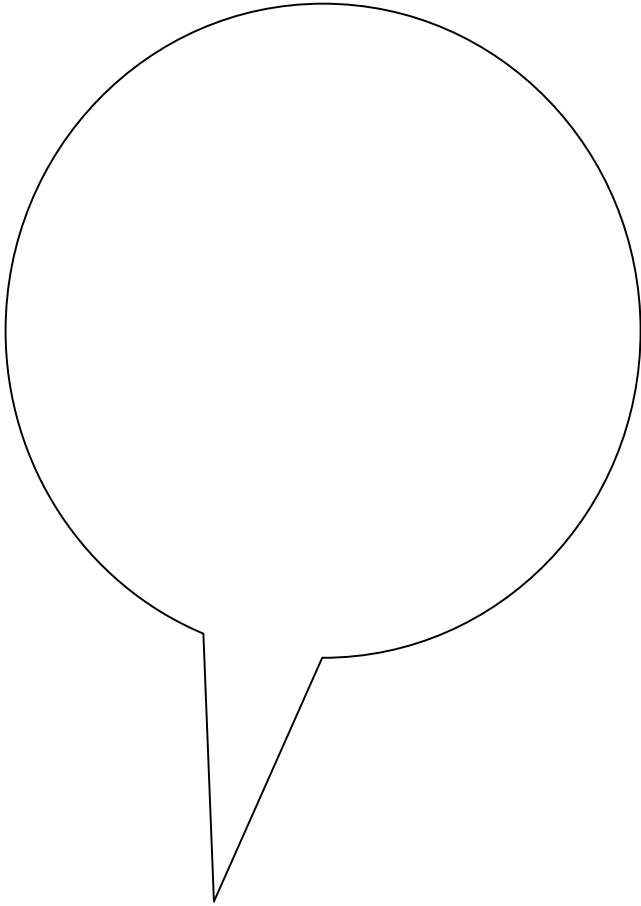
Year 1 Term Three

Pupils should be taught:

W8 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Children's writing is a direct reflection of what they have been taught and what they have read. Encourage the children to collect words and phrases that are effective in conveying meaning and images that they may use in their own writing.

Draw two characters from your book. Write what they might say to each other in the bubbles



Draw two characters from your book. Write what they might say to each other in the bubbles

Begin to use awareness of character and dialogue to read with expression

Year 1 Term Two

Pupils should be taught:

T9 to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others.

Choose a story that contains two characters. Talk about what they might say to each other in one of the events in the story. Relate this to the children's own experiences and how they might feel in a similar circumstance. What might they say?

Choose characters from your books. Draw a picture. Write a word for their appearance, their behaviour, their feelings and what they are like.

Appearance	Behaviour	Feelings	Character

Choose characters from your books. Draw a picture. Write a word for their appearance, their behaviour, their feelings and what they are like.

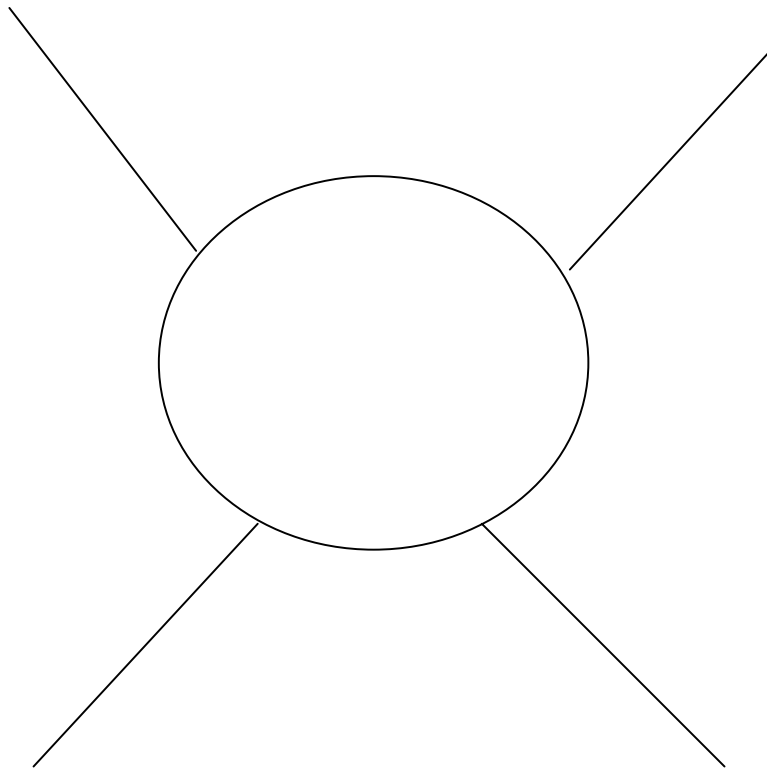
Year 1 Term Two

Pupils should be taught:

T8 to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays.

Discuss the differences between the headings at the top of each list. The children may need help in 'reading between the lines' to find clues about feelings, behaviour and character. Encourage the children to use examples from the text wherever possible.

Information Books
What have you found out?



What special words have you learned?

Information Books

What have you found out?

Locate specific information in the text to find answers to simple questions

Year 1 Term Two

Pupils should be taught:

T18 to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed;

Year 1 Term Three

Pupils should be taught:

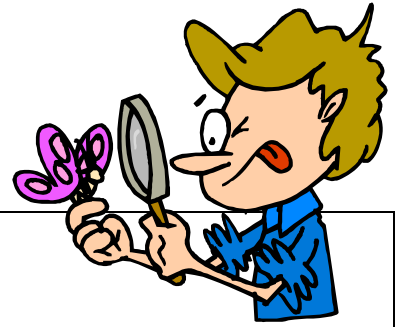
T17 to recognise that non-fiction books on similar themes can give different information and present similar information in different ways;

T19 to identify simple questions and use text to find answers. To locate parts of text that give particular information, including labelled diagrams and charts, *e.g. parts of a car, what pets eat, clothes that keep us warm;*

The children will need help to decide upon four headings to separate what they have learned from their non-fiction book, e.g. a book on hedgehogs could be separated into appearance, diet, habitat, babies. Encourage the children to use single words or short phrases to list what they have learned on the spidergram.

Information Books

Title:



What do you already know?

What would you like to know?

What have you found out?

Information Books

Locate specific information in the text to find answers to simple questions

Year 1 Term Two

Pupils should be taught:

T19 to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does;

T21 to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter;

Year 1 Term Three

Pupils should be taught:

T19 to identify simple questions and use text to find answers. To locate parts of text that give particular information, including labelled diagrams and charts, *e.g. parts of a car, what pets eat, clothes that keep us warm;*

A KWL grid can be filled in as a whole class, a group or an individual. Discuss what the children already know about the subject of the book. Encourage them to think about things they would like to know. Help them to pose questions that have a good chance of being answered. However, it is useful for children to realise that sometimes they have to find another source of information if a book does not contain all that they need.

Look out for words that authors use instead of:

big

nice

bad

hot

cold

said

Look out for words that authors use instead of:

Use language and structures from reading when writing

Year 1 Term One, Two and Three

Pupils should be taught:

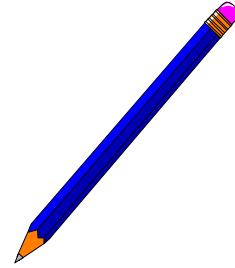
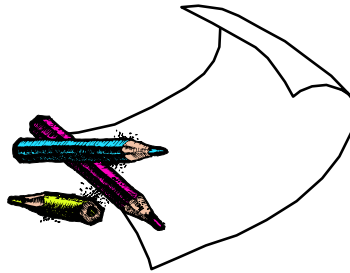
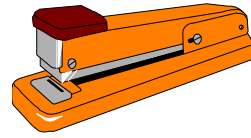
W12 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Encourage the children to be always on the 'look-out' for synonyms for overused words and to use these in their own writing.

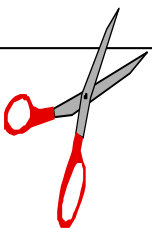
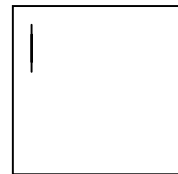
Make a book for a friend

You will need:

- ❑ a pair of scissors
- ❑ a piece of paper
- ❑ a pencil
- ❑ some crayons
- ❑ a stapler



- ❑ Fold the piece of paper in half
- ❑ Fold it in half again to make four squares
- ❑ Open the paper up
- ❑ Cut out each square
- ❑ Put the squares together and staple down the side
- ❑ Write part of your story on each page
- ❑ Draw pictures and colour
- ❑ Give your book to your friend



Make a book for a friend

Write a recount or narrative. Begin to break up the series of events with connectives other than 'and'

Year 1 Term One

Pupils should be taught:

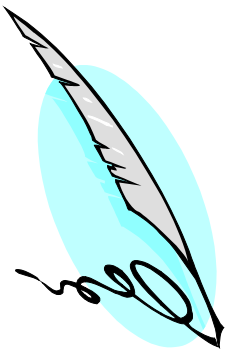
T11 to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout.

T13 to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks;

Discuss a recently read, simple story that can be written on the six or seven sides of the book that the children have made. Make sure that the children know what is to go on each page so that they do not miss anything out or run out of pages. Ask them to draw a scene from each event in the story and to write a short caption underneath. They can design the cover and include the title and themselves as the author.

Write your favourite poem here

Share it with a friend!



Write your favourite poem here

Make choices from a selection of texts and begin to justify preferences

Year 1 Term One

Pupils should be taught:

T3 to choose and read familiar poems with concentration and attention, discuss preferences and give reasons;

W10 to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

Year 1 Term Two

Pupils should be taught:

T11 to learn and recite simple poems and rhymes, with actions, and to re-read them from the text;

Year 1 Term Three

Pupils should be taught:

T11 to collect class and individual favourite poems for class anthologies, participate in reading aloud

Ask the children to choose their favourite poem. Encourage them to articulate why they like the poem and to justify their preferences. This exercise can be done as a handwriting practice and all the choices combined into a class anthology of favourite poems. The children could write on the back of their sheet why they chose the poem.