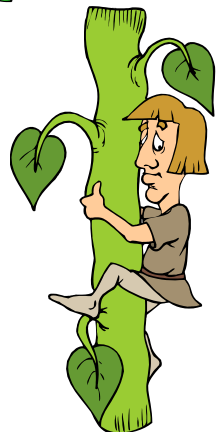
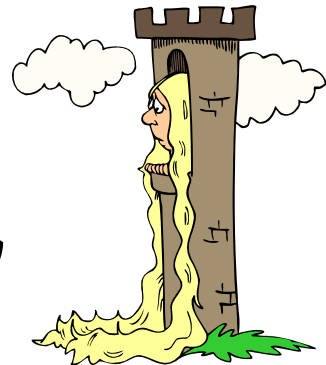
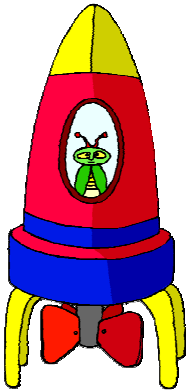


My Reading Journal 2



Name:.....

Class:

Presented by the Lancashire Literacy Team

Written and compiled by;
Edwina Maskell and Pauline Tate
Lancashire Literacy Consultants

Year 2 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.

... talk about stories with different themes and know what they are

... understand how authors use words to make stories funny, scary or real

... find information in non-fiction texts and decide if it is useful

... choose my own books and know what I like

... work out what the author means even if he/she hasn't written it down

... I can find words and phrases in my books and explain what they mean

... skim quickly over texts to get an idea of what they are about

... use alphabetic texts to find information

... talk about the similarities and differences between books

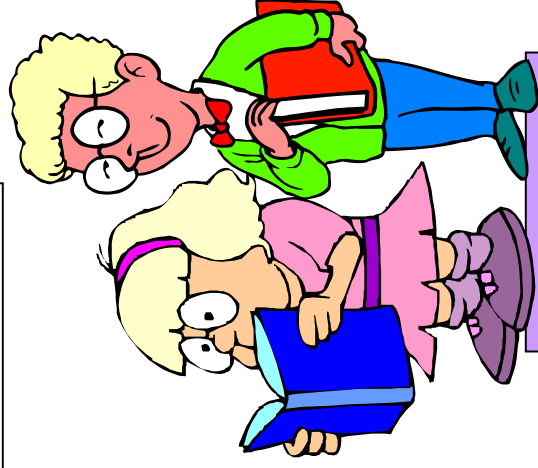
... know about non-fiction texts and know what the text will be about

... guess what might happen in the type of story I have read before

... read aloud well, pausing at full stops, and changing voice for exclamation, question and speech marks

... read words with more than one syllable

... read words with prefixes, suffixes and verb endings



The
Year 2 Reader
'I can ...'

... talk about books and find examples in the text to support my opinions

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

... read all the vowel digraphs and trigraphs.



Reading in Year 2. This Year I will Read...






Stories with familiar settings	Poems with familiar settings	Traditional Stories	Stories from other cultures	Poems from other cultures
	Stories with patterned language	Poems with patterned language	Poems by famous children's poets	Long Stories
Stories by famous children's writers	Different stories by the same author	Texts with language play: Funny Stories	Poems with language play: Funny poems	Instructions
	Dictionaries	Glossaries	Indexes	Other alphabetically ordered texts
Information Texts				

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

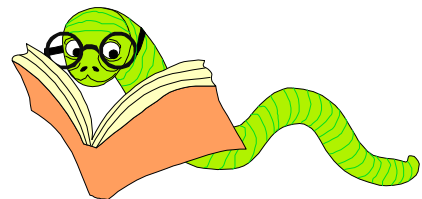
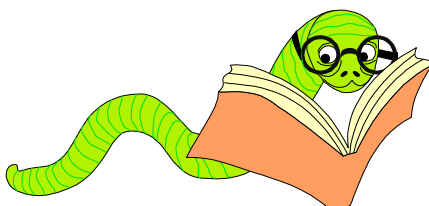


Books I have read this year

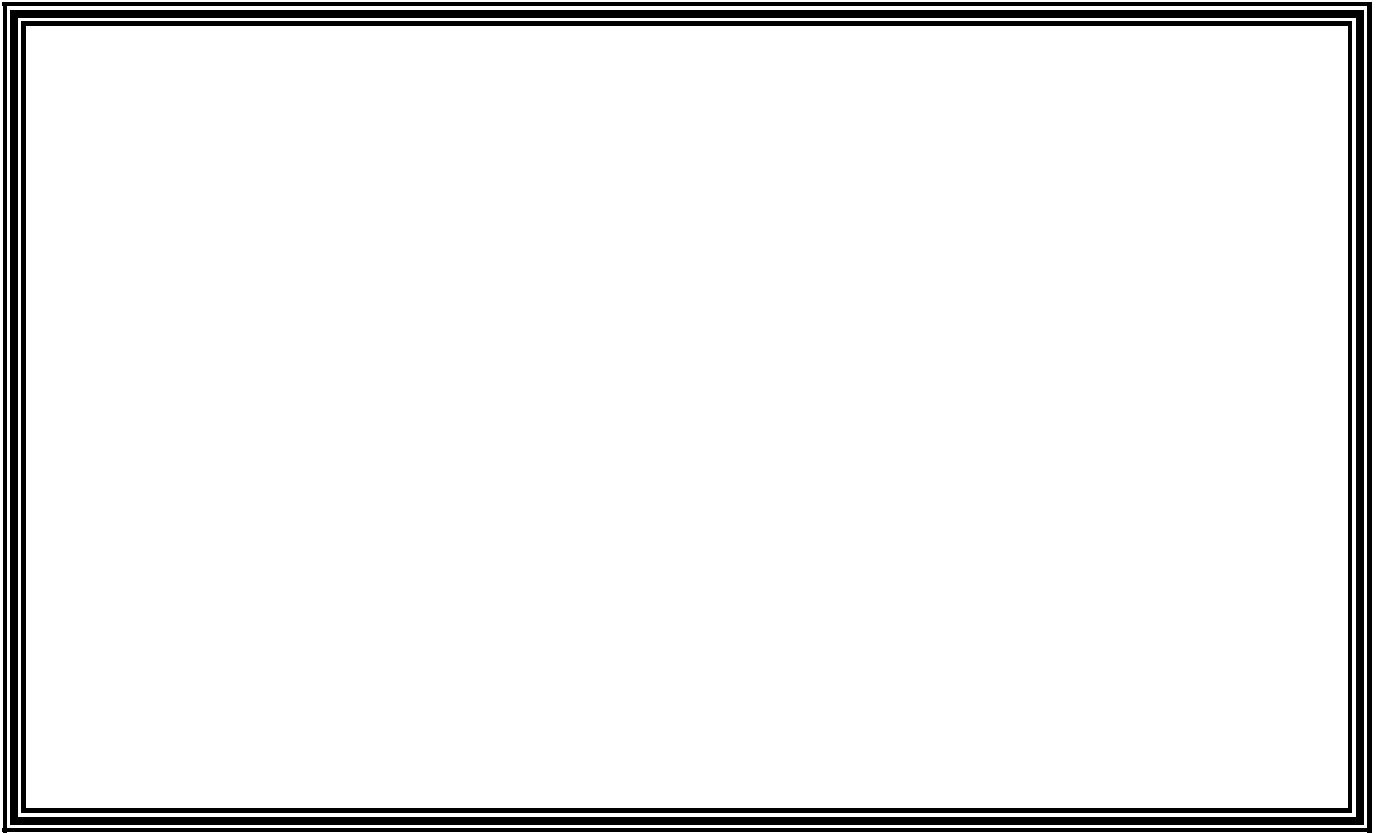


Fiction	Date	Title	Author			

Non-Fiction						



Draw a picture of a character from your book.



What is your character's name?

Write a sentence about your character's appearance:

•

.....

your character's feelings:

•

.....

your character's behaviour:

•

.....

something your character might say:

•

.....

Draw a picture of a character from your book.

Respond to text discussing preference with reference to favourite characters, and books with similar themes

Year 2 Term Two

Pupils should be taught:

T6 to identify and describe characters, expressing own views and using words and phrases from texts;

T14 to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text.

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 from the book.



Draw a picture of a setting from your book

A large, empty rectangular box with a dashed border, intended for drawing a picture of a setting from a book.

Write a list of words and phrases to describe your setting.

A large, empty rectangular box with a solid black border, intended for writing a list of words and phrases to describe the setting.

Write a sentence to describe your setting.

.....

.....

Draw a picture of a setting from your book

Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere

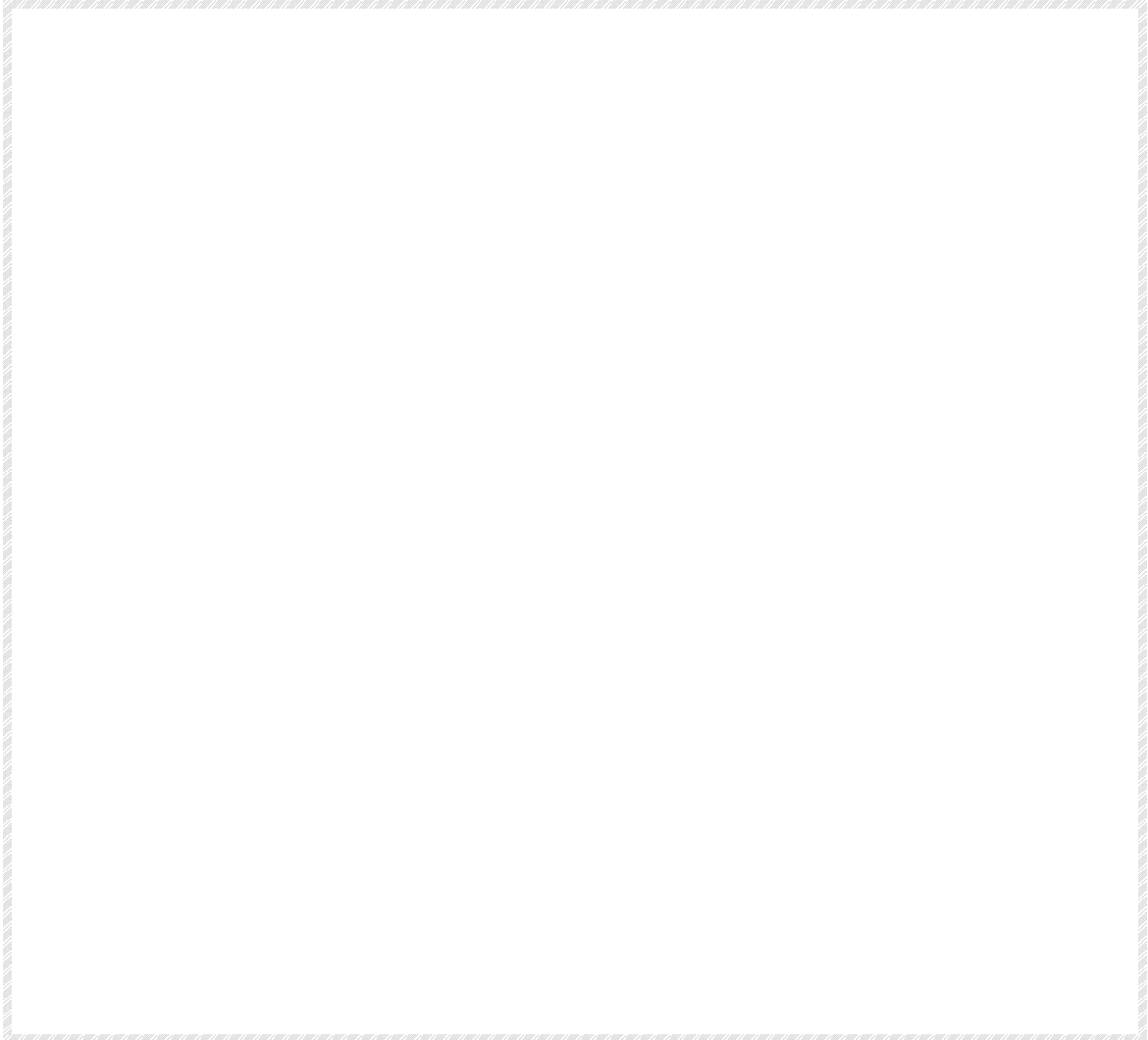
Year 2 Term Two

Pupils should be taught:

T5 to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour;

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



What have you drawn in your picture?

Draw a picture of the main event in your book

Identify key themes and discuss reasons for events in stories

Year 2 Term One

Pupils should be taught:

T5 to identify and discuss reasons for events in stories, linked to plot.

Year 2 Term Two

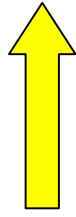
Pupils should be taught:

T4 to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher.

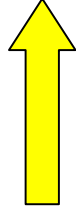
Discuss the story with the children, focusing on the sequence of events and what happened after each one. Help the children to identify the main event, what had led to it, and what happened afterwards. This discussion should reinforce understanding of cause and consequence in stories.

Write sentences to describe the journey of a character in your book.

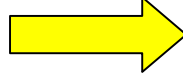
1.



2.



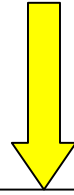
3.



4.



5.



6.

Write sentences to describe the journey of a character in your book.

Identify key themes and discuss reasons for events in stories

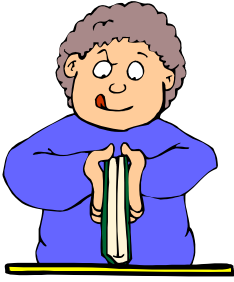
Year 2 Term One

Pupils should be taught:

T4 to understand time and sequential relationships in stories, i.e. what happened when;

T5 to identify and discuss reasons for events in stories, linked to plot.

Discuss the sequence of events in the story the children have read. Model how to summarise each event into a short sentence and note down six key words to help the children remember each event. (Differentiation - the Year One journal contains a similar activity but requires the children to draw rather than write each event.)



A New Book



Title:

Author:

What does the picture on the cover show?

.....

.....

.....

What do you think the book will be about?

.....

.....

.....

.....

A New Book

Make predictions using experience of reading books written by the same author or based on similar themes

Year 2 Term Two

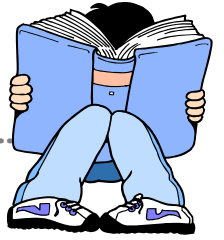
Pupils should be taught:

T4 to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher;

Encourage the children to talk about what they look for when choosing a book. What might the title suggest about the story? Are there any clues in the picture on the cover? What does the 'blurb' say?



I have just read.....



By.....

I liked

.....

.....

because.....

.....

.....

I didn't like

.....

.....



because.....

.....

.....

I have just read

Respond to text discussing preference with reference to favourite characters, and books with similar themes

Year 2 Term Three

Pupils should be taught:

T4 to (compare books by same author: settings, characters, themes;) to evaluate and form preferences, giving 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 character is . . . because . . .'

'He/she reminds me of . . . in . . .'

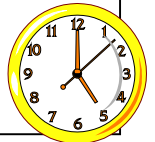
My Favourite Words Collection



Time words



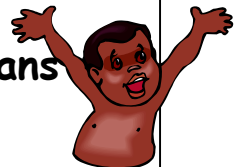
Early one morning



Feeling words



full of beans



Setting words



deep, dark forest



My Favourite Words Collection

*Consider and select from alternative word choices
Give detail to engage reader*

Year Two Term One

Pupils should be taught:

W10 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

Year 2 Term Two

Pupils should be taught:

W10

Year 2 Term Three

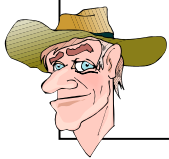
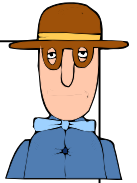
Pupils should be taught:

W9

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. Discuss the effect of the language authors use and why they have chosen certain words and phrases.

Character Words

Character appearance words



a wicked, warty witch



Behaviour words



running like the wind



Weather words

cold and crisp



Character Words

*Consider and select from alternative word choices
Give detail to engage reader*

Year Two Term One

W10 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

Year 2 Term Two

W10

Year 2 Term Three

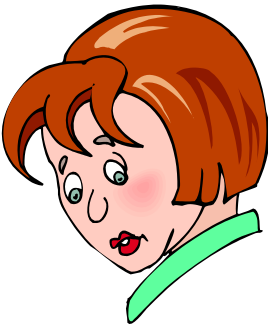
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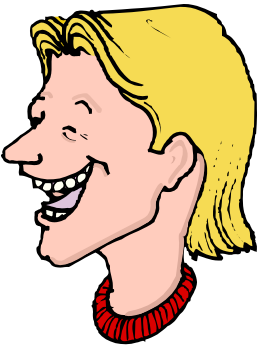
Collect words from your books that describe how
these characters feel



He is because.....



She is because.....



He is because.....



Feeling the lady

Collect words from your books that describe how these characters feel

Apply knowledge of story elements such as (setting, dialogue,) characterisation, (story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense.) Give sufficient detail to engage reader's interest.

Year 2 Term Two

Pupils should be taught:

T6 to identify and describe characters, expressing own views and using words and phrases from texts;

Children tend to concentrate on characters' appearances in their own writing, and if they refer to feelings at all, they overuse 'sad' and 'happy'. Encourage the children to be aware of how authors convey the feelings of their characters and to collect ideas for their own writing. Talk about '*How would you feel in this situation?*' and model different ways of expressing feelings.

Collect words from your books that describe how
these characters feel



Theman was.....



Feeling the boy.....



The little girl was sobecause.....



The boy was sobecause

Collect words from your books that describe how these characters feel

Apply knowledge of story elements such as (setting, dialogue,) characterisation, (story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense.) Give sufficient detail to engage reader's interest.

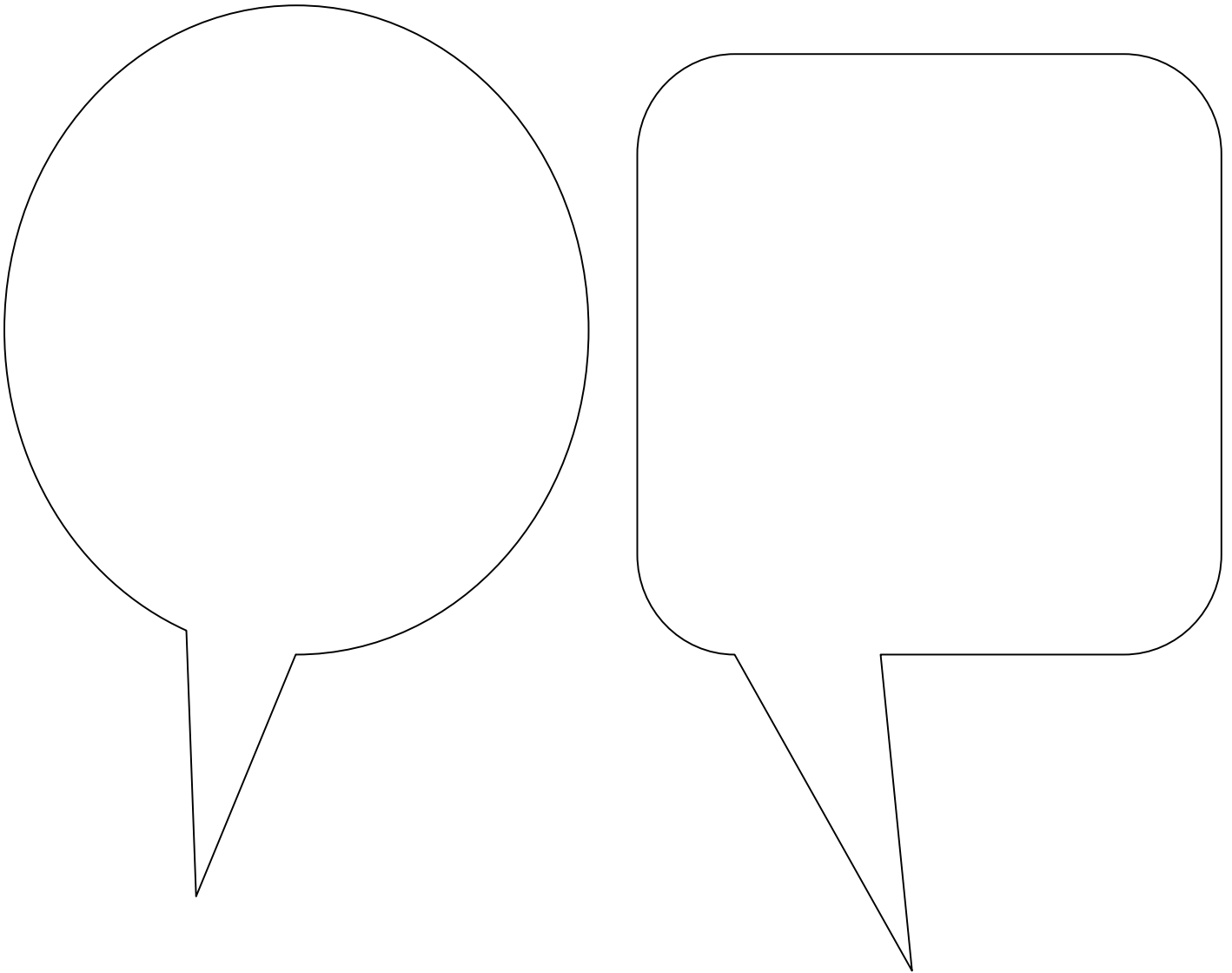
Year 2 Term Two

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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

Make simple inferences about thoughts and feelings and reasons for actions

Year 2 Term Two

Pupils should be taught:

S7 to investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings.

Encourage discussion about how one character's actions may affect another character. What might they say to each other? This 'conversation' need not occur in the story but should be a response to events within the story.

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

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

Apply knowledge of story elements such as (setting, dialogue,) characterisation, (story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense.) Give sufficient detail to engage reader's interest.

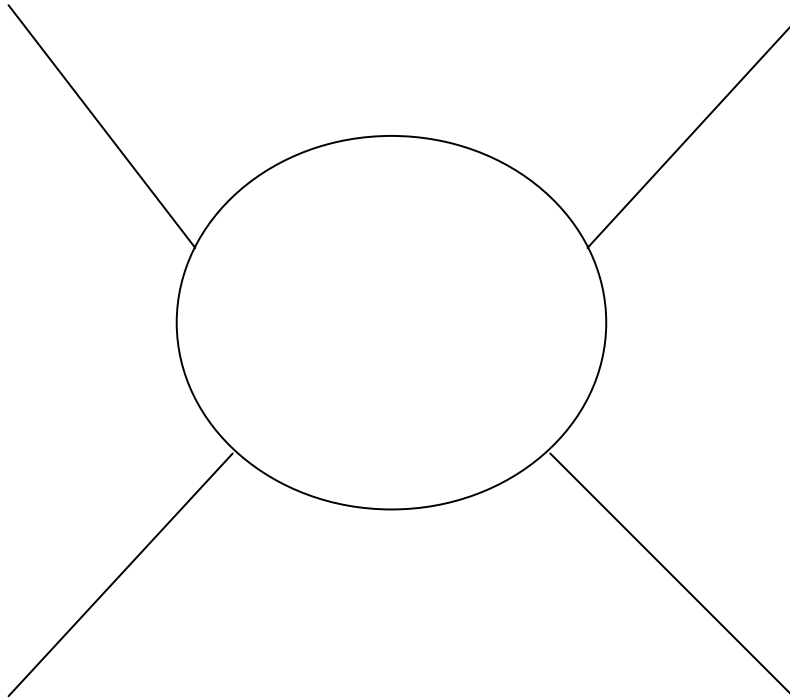
Year 2 Term Two

Pupils should be taught:

T6 to identify and describe characters, expressing own views and using words and phrases from texts;

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?



Write some sentences about what you have found out.

Information Books
What have you found out?

Evaluate the usefulness of the information in a particular text for answering questions

Year 2 Term Two

Pupils should be taught:

T19 to read flow charts and cyclical diagrams that explain a process;

T14 to pose questions and record these in writing, prior to reading non-fiction to find answers;

T15 to use a contents page and index to find way about text;

T19 to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing;

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

Evaluate the usefulness of the information in a particular text for answering questions

Year 2 Term Three

Pupils should be taught

T14 to pose questions and record these in writing, prior to reading non-fiction to find answers;

T16 to scan a text to find specific sections, e.g. key words or phrases, subheadings;

T19 to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing.

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

Consider and select from alternative word choices

Give detail to engage reader

Year 2 Term One, Two and Three

Pupils should be taught:

W10 to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing

Encourage the children to be always on the 'look-out' for synonyms for overused words and to use these in their own writing. Talk about the 'shades of meaning' of similar words such as '*big*' and '*huge*'.

This sheet could be enlarged and pinned to the literacy wall for all children to access when writing.



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 reading partner all about a character in your book.
- ❑ Tell your reading partner all about a setting in your book.
- ❑ Retell a story that you like to your reading partner.
- ❑ Think about something that happened in a book you have read. Talk to your reading partner about why it happened.
- ❑ Choose some books from the favourite book box with your reading partner. Tell each other what they are about.
- ❑ What is your favourite book? Tell your reading partner why it is your favourite.

Talking About Books

Year 2 Term One

Pupils should be taught:

- T5 to identify and discuss reasons for events in stories, linked to plot.
- T6 to discuss familiar story themes and link to own experiences, e.g. illness, getting lost, going away.

Year 2 Term Three

Pupils should be taught:

- T3 to be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in re-telling;
- T5 to identify and discuss reasons for events in stories, linked to plot.

Year 2 Term Three

Pupils should be taught:

- T4 to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons;
- T6 to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems;
- T7 to compare books by different authors on similar themes; to evaluate, giving reasons;

Suggested speaking and listening emphases

- Retell stories using formal story language. Talk about the sequencing of events using the language of time.
- Discuss the reasons for events in stories linked to plot.
- Discuss story themes and link to own experience.
- Retell a story, or an event, using language of time to structure sequence.
- Discuss and describe characters, expressing own view.
- Retell/re-enact stories using words and phrases from the text.
- Retell known stories, comparing own version with written text.
- Use talk to compare settings, characters or themes in stories.
- Express personal preferences of books read, drawing upon evidence from the text.



Work with your reading partner.

Find lots of story openings and write them down.

[illegible][illegible]

Story Openings and Super Sentence Starters

Begin to understand the effects of different words and phrases, e.g to create humour, images and atmosphere

Year 2 Term Two

Pupils should be taught:

S9 to secure the use of simple sentences in own writing.

The use of varied connectives to start sentences makes writing more lively and interesting. Encourage the children to look out for 'super sentence starters' and to use them in their own writing.

(See Developing Early Writing pages 132 to 149)

Questions? Questions? Questions?

Look out for questions beginning with:

Why?

What?

When?

Who?

How?

Where?



Write them here.

?

?

?

?

?

?

?

Questions? Questions? Questions?

Punctuate some sentences in the course of writing, using capital letters, full stops and question marks

Year 2 Term Two

Pupils should be taught:

S2 to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks);

Encourage the children to look out for question words so that they lift their voice at the end of the sentence. Point out that the different question words require different types of response:

Why? = reason

Where? = place

When? = time

Who? = person

As you read your books, collect different settings and characters.
Write them here and use them in your own writing.

Settings	Characters



As you read your books, collect different settings and characters.
Write them here and use them in your own writing.

Make comparisons between books noting similarities and differences, e.g. layout, theme, characters, settings

Year 2 Term 2

Pupils should be taught:

- T5 to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour.
- T6 to identify and describe characters, expressing own views and using words and phrases from texts;

Ask the children to note the settings in their books and words used to describe them. In the next column, ask them to note the characters who appear in each setting. Discuss the effect the setting has upon the plot and the characters.

Same but different!



Read two books by the same author.

How are they similar? How are they different?

Author:.....

Titles:.....

.....

Setting		Characters		Plot	
Book 1	Book 2	Book 1	Book 2	Book 1	Book 2

Which did you prefer?

Why?

Same but different!

Make choices about which texts to read based on prior reading experience and bibliographic knowledge

Respond to text discussing preferences with reference to favourite characters, and books with similar themes

Year 2 Term Three

Pupils should be taught:

T4 to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons.

Compare and contrast the separate elements of each book; settings, characters, plot so that the children are able to focus on one thing at a time.

Support the children in articulating their preferences and encourage them to justify their opinions.

Authors

Find out about the authors of your books from the book covers.

Name:	
Born:	Died:
Publishers:	
Titles:	
Any other interesting information:	

Name:	
Born:	Died:
Publishers:	
Titles:	
Any other interesting information:	

Authors

Make choices about which texts to read based on prior reading experience and bibliographic knowledge

Year 2 Term 3

Pupils should be taught:

T5 to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication.

www.storiesontheweb.org is a website with information on many of the most popular children's authors.

Story Themes

Have you ever read a story about.....?

Write the titles:

Getting lost or losing something.



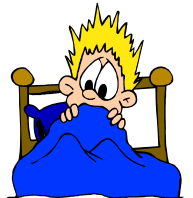
Someone who steals.



Going on a journey.



Being frightened.



A happy ending.



Talk to your reading partner about it and if it ever happened to you.

Story Themes

Make comparisons between books noting similarities and differences, e.g. layout, theme, characters, settings

Year 2 Term One

Pupils should be taught:

T6 to identify and describe characters, expressing own views and using words and phrases from texts.

Year 2 Term Three

Pupils should be taught:

T4 to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons;

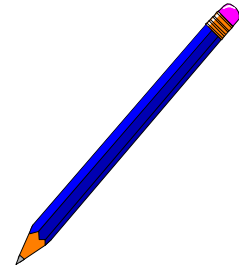
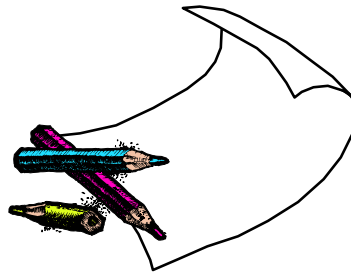
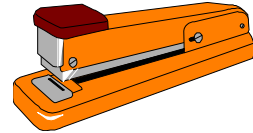
T7 to compare books by different authors on similar themes; to evaluate, giving reasons;

This activity supports children in gaining an overview of whole stories rather than discussing elements such as settings and characters. Discuss some well-known stories and their themes and any stories the children may have read. Make sure that the children can justify their opinion about the theme.

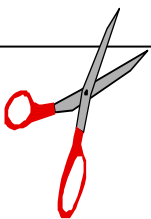
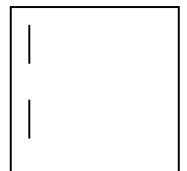
Make a book for a friend

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 a story that you know but change the characters or the setting
- ❑ Write part of your story on each page
- ❑ Draw pictures and colour
- ❑ Give your book to your friend



Make a book for a friend

Year 2 Term One

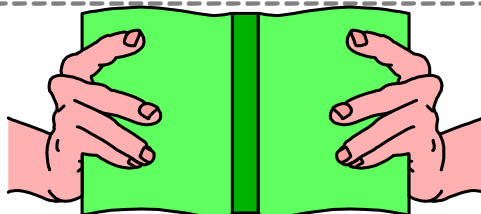
Pupils should be taught:

T13 to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something;

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.

Change the ending!

Think about one of the books that you have read.
Write a different ending .

[illegible]

Change the ending!

Apply knowledge of story elements such as (setting, dialogue,) characterisation, (story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense.) Give sufficient detail to engage reader's interest.

Year 2 Term Two

Pupils should be taught:

T13 to use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting;

Discuss '*What would have happened if . . . ?*' events in the story had been different, e.g. if the glass slipper had fitted one of the ugly sisters or if Little Red Riding Hood had become lost. Ask the children to discuss an event in their book that could have had a quite different outcome. How might the story have ended? Ask the children to write an alternative ending keeping to the same style as the original story.

Goodies and Baddies!

Think of a character from a story that you like.
Why do you like them?



Think of a character from a story that you **don't** like. Why don't you like them?



Goodies and Baddies!

Respond to text discussing preference with reference to favourite characters, and books with similar themes

Year 2 Term 2

Pupils should be taught:

T6 to identify and describe characters, expressing own views and using words and phrases from texts;

Discuss the characters from several of the books that the children have read. Compare and contrast these characters, focusing on appearance, behaviour and personality. Which characters do the children like and why? Which ones do they dislike, and why? Model this type of response by discussing characters that you like and dislike.

Write your favourite poem here
Can you write another verse?



Write your favourite poem here
Can you write another verse?

Begin to show characteristics of chosen form . . .

Year 2 Term One

Pupils should be taught:

T12 to use simple poetry structures and to substitute own ideas, write new lines.

Year 2 term Two

Pupils should be taught:

T15 to use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words.

Poems with repetitive and predictable patterns make good models for children's own poetry. Ask the children to write out a favourite poem and to insert or add an additional verse maintaining the rhyme, rhythm and pattern.