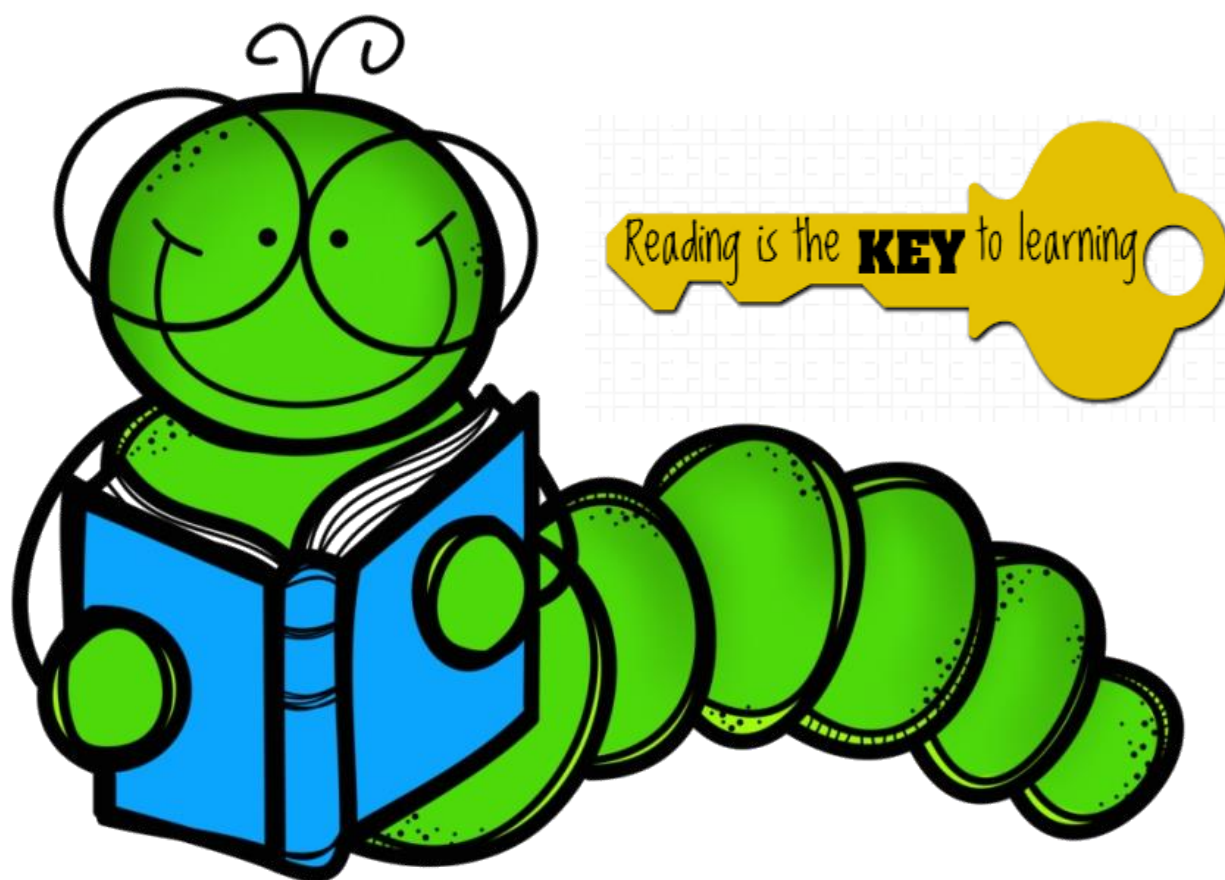


Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

# Reading Journal

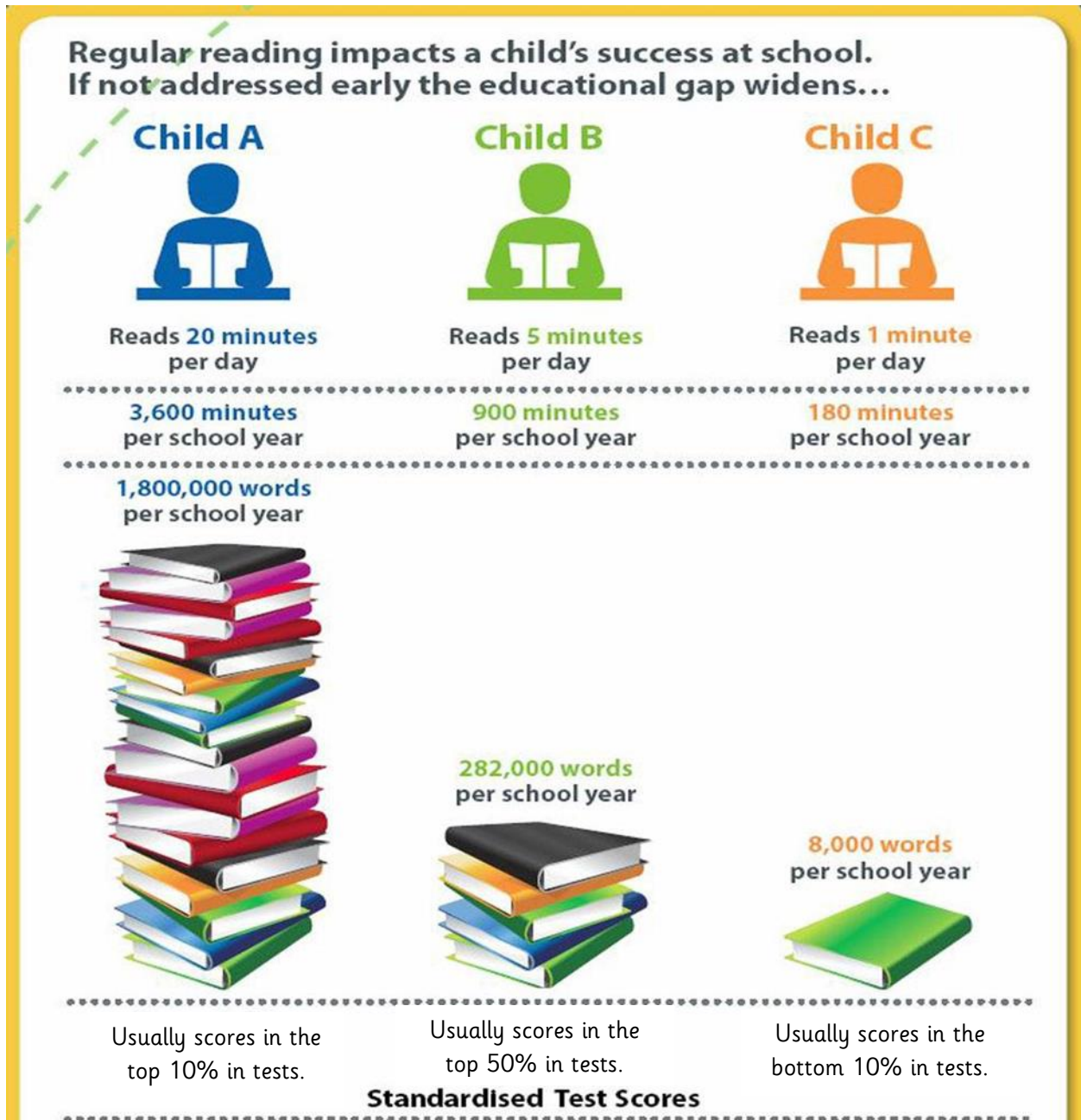


St. John's  
Church of England  
Academy



# What is the impact of reading every day?

Increases vocabulary	Develops communication skills
Improves spelling	Improves writing skills and styles
Provides entertainment and enjoyment	Develops knowledge in all subjects
Increases understanding of language	Aids sleep readiness and relaxes the brain
Raises self-esteem	...and so much more...



## Stuck on a word?

Split (segment) the word into sounds, e.g. c-r-a-sh and blend them together.

Read around the words that can't be blended - look at the sentence/ paragraph.

Look for words within a word or the 'root' word e.g. foot/ball, magician.

Break down words into sections e.g. prefixes (disappear) and suffixes (comfortable).

Remember to draw attention to punctuation to help children read with feeling and expression.

# How can I help my child with reading at home?

## Stuck on a word?

Split (segment) the word into sounds, e.g. c-r-a-sh and blend them together

Read around the words that can't be blended - look at the sentence/ paragraph

Look for words within a word or the 'root' word e.g. foot/ball, **magician**;

Break down words into sections e.g. prefixes (**dis**appear) and suffixes (comfort**able**).

## What questions should I ask?

At St John's we use the Reading VIPERSS. Each letter represents a skill the children must develop on their reading journey.

To build your child's confidence with understanding language, use a variety of the VIPERSS questions when reading together.

Draw attention to punctuation to help children read with feeling and expression.



**vocabulary**



## Find and explain meaning of words in context

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

**I**nfer



## Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of ..... show...
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

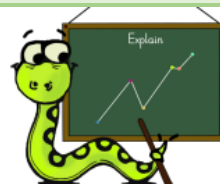
**P**redict



## Predict what might happen from the details given and implied

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.

**E**xplain



- > Explain how content is related and contributes to the meaning
- > Explain how meaning is enhanced through choice of language.
- > Explain the themes and patterns that develop across the text.
- > Explain how information contributes to the overall experience.

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

**R**etrieve



## Retrieve and record information and identify key details.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does..... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

**S**equence



## Sequence the key events in the text

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

**S**ummarise



## Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...



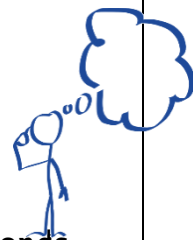
## The 'comments' box



Please help your children to record information they have read about each day in the comments box.

This could include:

- Something they have enjoyed from the book
- Something they did not enjoy from the book
- A wow word or phrase they would like to remember to use in their writing at school
- A comment on the character or setting
- A fact they have learned
- A question they have



**Below is an example** of what your child's reading journal may look like after a week.

It can be **as short** or as long as your child wishes. This should take your child **only a few seconds**.

Parents are more than welcome to write down their child's ideas.

These comments will be starting points for class discussion in school.

Date	Next page to read	Comment	Signed
1 <sup>st</sup> Sept	15	The character's journey to the abandoned island was petrifying.	RQ
2 <sup>nd</sup> Sept	30	I didn't like the new character introduced.	RQ
3 <sup>rd</sup> Sept	45	Why did the character not leave the abandoned island?	RQ
4 <sup>th</sup> Sept	60	You can create fire with friction.	MQ
5 <sup>th</sup> Sept	75	"the rain was a waterfall of hope"	MQ
6 <sup>th</sup> Sept	90	Will he try to return to his family?	RQ
7 <sup>th</sup> Sept	105	"the wood whimpered under his worn feet"	TQ

### Sentence starters to help you get started:

I liked... I didn't like... It was interesting when... I wish... I was confused about... Why... ? How... ? When... ? Where... ? Who... ? My favourite character is... My least favourite character is...	I think... I was impressed by... I enjoyed... I was shocked that... _____ was funny. _____ was serious. The setting... The character... " _____ " My favourite part was... My least favourite part was...
---	---



### A Huge Thank You

Thank you for all your support, effort and commitment to working together to make the children of St. John's the best they can be. Your support is invaluable and irreplaceable and we appreciate all you do.

Week Beginning:

Date	Next page	Comment	Signed

### Weekly online learning tasks / Homework

Spellings	
Mathletics	
Times Tables Rockstars	
Online Reading	
Numbots	
Other	



# DARLINGTON LIBRARIES

## What can I do at my local library?

Borrow books, magazines, comics for free	Use a computer and access the internet
Use a printer	Attend a free Lego club each Saturday
Attend author, illustrator and artist workshops	Attend story telling sessions
Attend themed events linking to your favourite books	...and so much more...

Please search Darlington Libraries on social media to find a full list of activities and special events taking place to help inspire a love of reading and introduce your children to new authors.

### Library visits:

Each time you visit the library please get a grown up to sign a box below so we can stamp it at school. There are 12 boxes – that is only 2 visits a half term! Once you have collected all 12 stamps a special prize will be waiting for you.



<u>Visit 1</u>	<u>Visit 2</u>	<u>Visit 3</u>	<u>Visit 4</u>
<u>Visit 5</u>	<u>Visit 6</u>	<u>Visit 7</u>	<u>Visit 8</u>
<u>Visit 9</u>	<u>Visit 10</u>	<u>Visit 11</u>	<u>Visit 12</u>



## Online Usernames and Passwords

Online Programme	Username	Password
Online Reading		
Mathletics		
Times Tables Rockstars		
Purple Mash		
Online Spelling		
Numbots		

# ATTENDANCE

*Every day*  
**COUNTS!**



School success starts  
with attendance

**100%** *Perfection*

**98%** *Impressive*

Equates to 4 school  
days off each year.

**97%** *Good*

Equates to 7 school  
days off each year.

**95%** *Nearly there*

Equates to 9 school  
days off each year.

**94%** *Coasting*

*Needs to improve*  
Equates to 11 school  
days off each year.

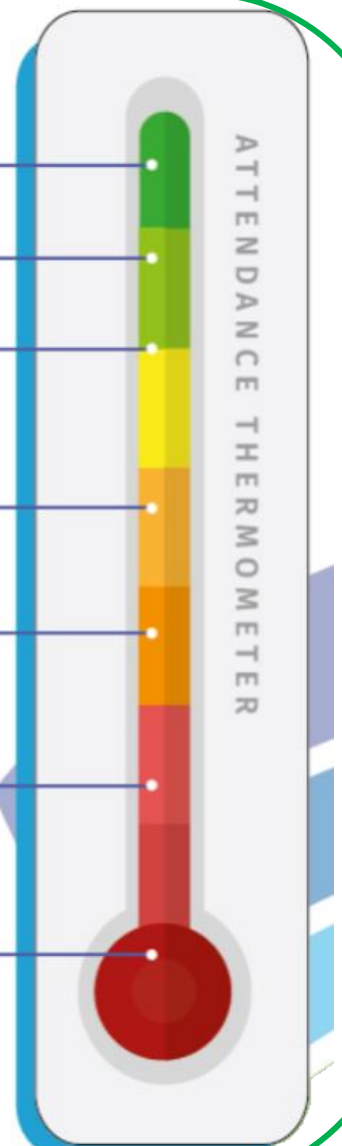
**90%** *Danger Zone*

Equates to 1 month  
off each year.

**80%** *Danger Zone*

Equates to 2 months  
off each year.

ATTENDANCE THERMOMETER



# Year 1 and 2 Common Exception Words

## Year 1

the	his	go	ask
a	has	so	friend
do	I	by	school
to	you	my	put
today	your	here	push
of	they	there	pull
said	be	where	full
says	he	love	house
are	me	come	our
were	she	some	
was	we	one	
is	no	once	

## Year 2

door	climb	break	pass	could	again
floor	most	steak	plant	should	half
poor	only	pretty	path	would	money
because	both	beautiful	bath	who	Mr
find	old	after	hour	whole	Mrs
kind	cold	fast	move	any	parents
mind	gold	last	prove	many	Christmas
behind	hold	past	improve	clothes	everybody
child	told	father	sure	busy	even
children	every	class	sugar	people	
wild	great	grass	eye	water	



## Year 3 and 4 Statutory Spellings

accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight/eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though/although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman/women

## Year 5 and 6 Statutory Spellings

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

