



## Reading Journal Activities- Stage 5/6

2a	Find 10 interesting words in your book. Write down what each one means and write them in your own sentences.	Find an interesting description of a setting or character. What atmosphere is the author trying to create? List the words/phrases that help this.	Find 10 interesting adjectives/ adverbs/ verbs in the book. Can you find synonyms for each one?	Make a list of words with prefixes (un-, dis-, mis-, re-, co-) and suffixes (-ly, -sion, -ous, -ise, -en) from your reading book.
2b	Draw a bar chart/graph to show the most exciting/ dramatic parts of the story. Use page numbers and quotes to help you do this.	Over what period of time does your story take place? Draw a time line to show the events in the story.	Choose 1 character from the story. Find three examples the author says about this character. What impression are they trying to create of the character?	Would you like to be friends with any of the characters? What evidence in the text can you find to support your answer? (Use page numbers and quotations)
2c	Write a tweet summarising the story in 160 characters- this includes punctuation!	Re-write the story or one chapter in your own words.	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 magazine
2d	Imagine you are one of the characters from your book. Write a diary entry from their point of view at one point in the story- clearly reference the text!	Write a missing scene from the story. This could be something that is implied in the text but the author has missed out.	Draw a chart to show how a character's feelings have changed over the course of the story.	Write a short description of an event that you think might have taken place before your story began, or after it ended.
2e	Read the first chapter of your book. What do you think will happen in the rest of the story? Give reasons for your predictions based upon clues in the text.	Choose a key moment from the story and say what you think would have happened if the character had behaved/ reacted differently.	Choose a point in the story where a character had to make a decision. What would you have done?	Write an extra chapter for your book thinking about what could happen next.
2f	Re-read the opening of your book. Evaluate how well the author hooks the reader in. Write a list of the words and phrases that are effective in making you want to read on and/or how it could be improved.	Look for examples of different sentence lengths in your story. Can you find examples of long sentences for descriptions and short sentences for effect? Write these down and describe the impact of them.	Can you find examples of where dialogue has been used to move the story on or tell the audience more about the character? Write an example of this and how you think it helped the story.	Write a different ending for this story.
2g	Find a description of a setting in your book, what atmosphere is the author trying to create? List the word/ phrases used to help this.	Has the author used any figurative language? Describe the effect of this.	Choose part of the story. How has the author tried to make us feel at this point? How do they achieve this?	Are any words or phrases repeated? What effect does this create?
2h	Compare settings in the book. How do they work to support emotions/ story telling at each point of the story?	Do you know another story of the same genre or which deals with the same issues? Which one? What happened in that story?	Does this writer have a website? Find out and see if you can find about similarities and differences in the types of books they write.	Compare two characters in the story, how are they similar/ different? Use evidence from the text.

## Reading Journals- Stage 5&6



### What are reading skills?

Reading is not just about being able to say and understand the words you see. Reading skills include the different ways that you are expected to respond to a text. These skills are called 'domains' and help to ensure what you understand what you are reading. Please colour the activity in when you have completed it; try your best and complete each activity to the very best of your ability!

### Non-Fiction

Domain		Domain	
2a	Give/explain the meaning of words in context	2e	Predict what might happen from details state and implied
2b	Retrieve and record information/identify key details from fiction and non-fiction	2f	Identify/explain how information/narrative content is related and contributes to meaning as a whole
2c	Summarise main ideas from more than one paragraph	2g	Identify/explain how meaning is enhanced through choice of words and phrases
2d	Make inferences from the text/explain and justify inferences with evidence from the text	2h	Make comparisons within the text
2a	Find at least ten technical words and write a glossary in your own words.	Design a word search using technical words from your book.	
2b	Design a multiple choice quiz for your friend to do	Choose some facts and present them in a layout and style that is suitable for young children.	
2c	Design a fact file on your text.	Summarise the key facts you have learned from your book- be as creative as you like!	
2d	Think about the key things you have learned from the book. Design an information leaflet or poster.	Does this author have a website? Find out some information about the author.	
2e	Design a factual bookmark to advertise the book	Does your book have a 'blurb?' Could you write a better one? Have a go at writing a blurb for the book you are reading. Use technical words if you can.	
2f/g	Make a list of the organisational features in your book. Choose one to explain how it helped you to read the book.	Were there any organisational features missing from your text which might have helped you to understand the book?	
2h	Does this author have a website? Find out some information about the author.	Compare your book to a website on the same topic; which do you think gives better information and why?	