

# Journal Look Support Sheet:

Focus	Tasks
General expectations	<ul style="list-style-type: none"> <li>• Lessons being taught every week</li> <li>• Safeguarding disclosures identified, addressed and referenced</li> <li>• Have the self-assessment questions been answered on the opening page of each unit?</li> <li>• Is there a range of recording approaches? (poem, story, graph, quote etc.)</li> <li>• Productivity will provide a clue to whether enough time is being given for journaling? (minimum 15 mins)</li> <li>• Knowledge organiser is being referenced rather than copied</li> <li>• Key concepts/previous learning represented</li> <li>• Being Human words being included</li> <li>• Pupils using content from the task in the lesson</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Pupils answer questions provided</li> <li>• Teacher decides how much scaffolding required for each pupil</li> <li>• Pupils are given the autonomy to decide the most important element of the story and draw this</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Pupils use sentence stems provided to answer questions on the journaling slide of the PowerPoint</li> <li>• New journal for 2025/26 will provide bridge into full journaling. Lots of scaffolding provided in term 1 and this gently reduces until full journaling occurs by term 5</li> <li>• Term 5 and 6 should see children selecting the questions that they would like to answer</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• For those tackling journaling for the first time, scaffolding will be required. By term 2 the expectation is that the majority of pupils are journaling independently</li> </ul>
Year 4 – Year 6	<ul style="list-style-type: none"> <li>• By term 2 pupils should be comfortable with very few needing scaffolded questions to begin. A separate plan should be made for those who struggle – making a product, linking it to a favourite character or just drawing etc.</li> </ul>