

Journal Look Support Sheet:

Focus	Tasks
General expectations	<ul style="list-style-type: none"> • Lessons being taught every week • Safeguarding disclosures identified, addressed and referenced • Have the self-assessment questions been answered on the opening page of each unit? • Is there a range of recording approaches? (poem, story, graph, quote etc.) • Productivity will provide a clue to whether enough time is being given for journaling? (minimum 15 mins) • Knowledge organiser is being referenced rather than copied • Key concepts/previous learning represented • Being Human words being included • Pupils using content from the task in the lesson
Year 1	<ul style="list-style-type: none"> • Pupils answer questions provided • Teacher decides how much scaffolding required for each pupil • Pupils are given the autonomy to decide the most important element of the story and draw this
Year 2	<ul style="list-style-type: none"> • Pupils use sentence stems provided to answer questions on the journaling slide of the PowerPoint • 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 • Term 5 and 6 should see children selecting the questions that they would like to answer
Year 3	<ul style="list-style-type: none"> • 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
Year 4 – Year 6	<ul style="list-style-type: none"> • 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.