

My Learning Journal

and Personal Target Book

Hello and welcome to what I hope you will find to be a very useful and fun book to help your learning. It is divided into three sections:

Section 1: Journal Pages: a double page for each school week. The idea of these journal pages is for you to jot down some of the things you did and learnt during the week together with few notes of some of your successes and feelings. Your teacher can help you.

Logging things in this way helps us to remember things better and also to feel positive about ourselves and our achievements.

On the note pages... be creative! Write just a few key notes, diagrams or drawings to remind yourself of some of your learning. You will find these really useful for revising for tests and exams.

Section 2: Tips and Templates-these ideas and templates have proved very useful in helping students to order and remember information and understandings. They are also helpful for you in developing important writing and reading skills. Try to follow the templates regularly to practise these important learning and memory skills.

Further copies of the Templates are available on our website:

www.hannans.org.uk/teachinautisticchildren. You might like to print off copies and use them in your notebooks.

Section 3: Smart Targets- these forms are for your teacher and you to set targets to improve important aspects of your learning. They allow you to track your progress and, very importantly, to get feedback on how you are doing.

Section 4: Activity Logs- a big key to successful learning is **variety**. These logs help you to keep a check of all the different and important ways you can develop your learning skills. You might use them to set your own targets of what you would like to do more of or improve upon.

Section 5: Free Writing- these pages are for you to write in. Here you could write about your feelings and your ideas. You might like to try 'stream of consciousness' - just start writing and see what comes to mind.

Geoff Hannan

TCI, Chartwell, Sarn, Powys, UK SY16 4EY

www.hannans.org.uk

(c) 2023 Geoff Hannan

Geoff Hannan asserts
the moral right to be author of this work.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the author.

About Me

My name: _____

My age: _____

My year: _____

Things that make me happy:

-

Things I like doing:

-

Things I am good at:

-

Important people in my life:

-

The ways I learn best:

-

Some other things about me:

-

Be creative: use the blank pages in this book to write or draw.

My Learning Log	Term: Week No:	Can Do	Some key things to remember: how, who, what, when, where, and why	Notes
Monday Morning Afternoon				
Tuesday Morning Afternoon				
Wednesday Morning Afternoon				
Thursday Morning Afternoon				
Friday Morning Afternoon				

How your Journal works...

My Learning Log

Term:

Week No:

Monday _____ (Write the date in)

Morning

Afternoon

Write a short record of things you did and things you learnt. Maybe refer to pages in your notebooks.

Tuesday _____

Morning

Afternoon

You might like to record some of your feelings as well. For a list of feelings and a feelings journal sheet look in the 'Tips and Templates' section.

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Can Do

Write about your skills and understandings:
I can...

Record your merits/marks/stick stickers
List your successes
List the things you are getting better at
List the new things you try

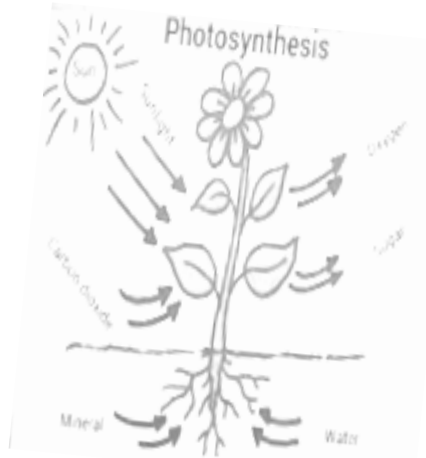
Record working well with others/answering questions in class/doing difficult things

Some key things to remember: how, who what, when, where, and why?

Notes



You could doodle ideas from your learning in order to help you to remember them...



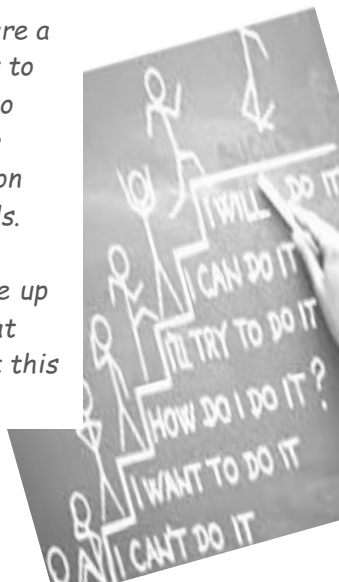
You could make drawings in order to help you to recall your understandings...

You could write bullet points of key facts...

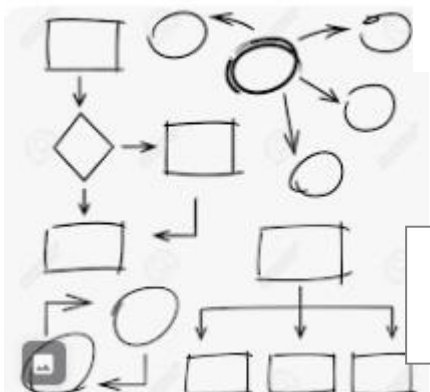
- ✓ 1
- ✓ 2
- ✓ 3
- ✓ 4
- ✓ 5



Quizzes are a great way to help you to remember information and details. You could make some up about what you learnt this week.



You might draw some charts..



You could 'Go for 5' and use D-R-S (See the 'Tips and Templates' section).

You could make up some puzzles with



words

or you might create some



with important words to help you to remember and spell them correctly.



You could reflect on ideas-ask yourself 'Why?'
The good things> the bad things> the unknown things
You might make some links between new things you learn and previous learning-
 X is like.....



Be creative: use the blank pages in this book to write, draw, doodle...

**M
Y

L
E
A
R
N
I
N
G

J
O
U
R
N
A
L**

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday_____

Morning

Afternoon

Tuesday_____

Morning

Afternoon

Wednesday_____

Morning

Afternoon

Thursday_____

Morning

Afternoon

Friday_____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday_____

Morning

Afternoon

Tuesday_____

Morning

Afternoon

Wednesday_____

Morning

Afternoon

Thursday_____

Morning

Afternoon

Friday_____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday_____

Morning

Afternoon

Tuesday_____

Morning

Afternoon

Wednesday_____

Morning

Afternoon

Thursday_____

Morning

Afternoon

Friday_____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday_____

Morning

Afternoon

Tuesday_____

Morning

Afternoon

Wednesday_____

Morning

Afternoon

Thursday_____

Morning

Afternoon

Friday_____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

My Learning Log

Term:

Week No:

Can Do

Monday _____

Morning

Afternoon

Tuesday _____

Morning

Afternoon

Wednesday _____

Morning

Afternoon

Thursday _____

Morning

Afternoon

Friday _____

Morning

Afternoon

Some key things to remember: how, who
what, when, where, and why

Notes

**T
I
P
S
&
T
E
M
P
L
A
T
E
S**

Tips

‘Go for 5!’

Our brains hold and recall information best in odd rather than even groups. To remember things in enough detail -but not too much so as to get your brain overloaded- ‘Go for 5!’...

- Note down **5** pieces of key information
- Note down **5** steps for doing something
- **5** points to a plan
- **5** reasons why
- **5** questions to ask yourself to remember something
- To reflect and understand: think of **5** good things and **5** bad things about the effects of something

There may not be 5 but ‘Go for 5’ and you are thinking more deeply about things and you are likely to find more thoughts (and understandings!) than your first one or two ideas.

Use Descriptive-Reflective-Speculative (DRS)

This is a great way to organise your thinking, your writing, your planning and your recall of skills, facts and understandings.

Firstly, **think descriptively**. This is *how to do something* or who, what, where and when something was done or will be done.

Next, **think reflectively**. Think about the reasons why something happened and the good and bad effects of it happening. Think about your reasons for doing something, the good, bad or unknown things about doing it. Being *reflective* is a hugely important skill for learning and remembering.

Now, **think speculatively**. Think ‘If’. Evaluate. Make links between new learning and things you already know: think to yourself ‘what is this like?’ Be creative with your thoughts and ideas!

Articulate your Learning

Explaining things to other people helps us think more deeply and express our thoughts and ideas better. Find time to do it, frequently.

Use these sequences:

Think-Communicate-Write

Regularly think about and plan what you are going right before you write it. Then tell someone else about it, ask their views and take the suggestions you like to improve it.

Read-Think-Communicate

When you read something, find time to reflect upon it. What was it about? What did you enjoy about it? What did you learn from it? Now explain it to someone else and it will help you to remember all about it.

The Templates

Now take a look at these ‘templates’ and use them in your thinking, writing and planning to practise these skills...

I call them ‘Thinking Frames.’ You don’t write too much on them; just notes. They are designed to lead your thinking and to help you to recall information and ideas.

Copies can be found on our website: hannans.org.uk/mindgym. You might to print them off and use them in your notebooks.

Go for Five to Plan Things

Go for 5

The ability to plan is an important life skill and an important learning skill. Think **'one step at a time'** and use these prompts to help you to follow a good planning process.

	What	How	When	Why
Step 1				
Step 2				
Step 3				
Step 4				
Step 5				

Possible Problems:

Overcome by:

- 1
- 2
- 3

How will I evaluate it? How will I know if it works?

- 1
- 2
- 3



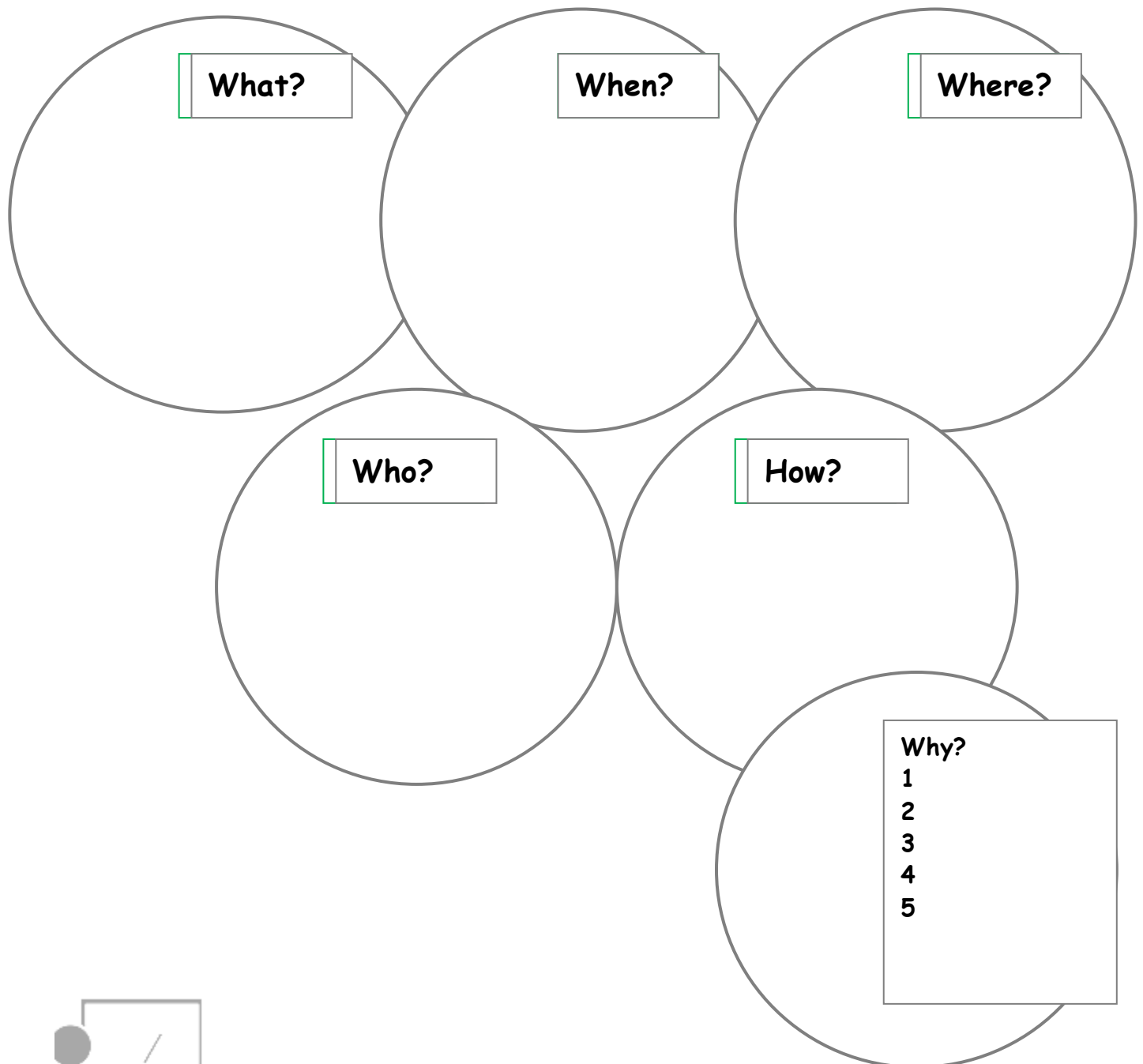
Now 'bounce' your ideas off someone-else. Be open to their ideas and suggestions and add them into your plan if you like them. **'Collaboration' is a big success skill.**

Go for 5

Go for Five to chunk information and remember it better

If you want to remember facts and details then chunk them into groups of five.

Then **read-think-quiz**: 1 Read them out loud. 2 Turn the page over and try to recall them. 3. Check you have remembered them correctly.



Quiz yourself frequently to remember your learning.

Explaining and teaching things to others as you learn helps you to learn and remember better. You could also devise quizzes with your friends for revision.

Go for Five to Review Things

Go for 5

When you look back over something try to break it down into a sequence of five steps or parts. Use connective words to talk and write about it.

What happened?

Firstly,

Secondly,

Thirdly,

Next,

Finally,

What have you learnt from it?

1

2

3

4

5



Explain it to someone-else and you will remember it better.

Use D-R-S to categorise your thinking

D- r- s

SUBJECT

TOPIC

Descriptive-How-What-When-Who-Where

1

2

3

4

5

5

Reflective-Why-Analysis

1

2

3

4

5

SPECULATIVE –evaluate, draw conclusions, extract the most important parts to remember- draw a picture, diagram, flow chart.

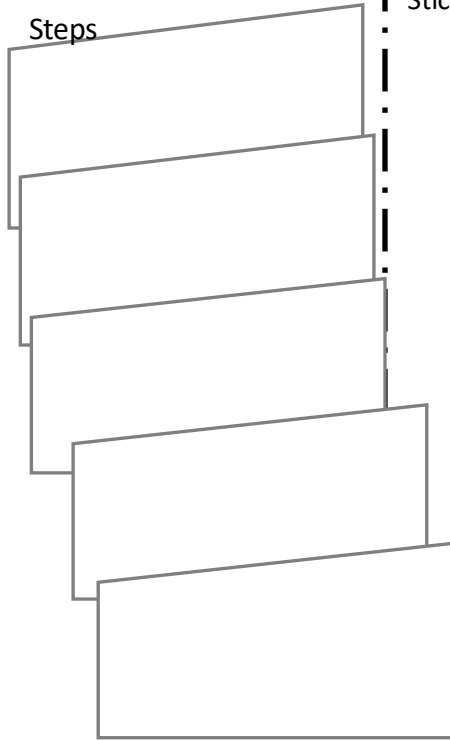
Now teach it to someone.

Use D-R-S to aid visual memory

Drs Visual

Descriptive notes:

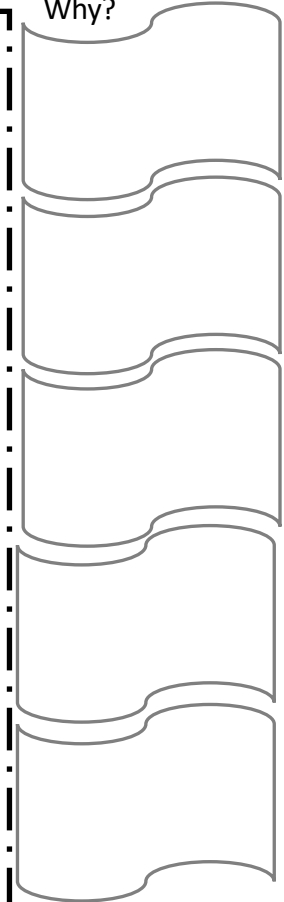
Who What When
Where
How
Steps



Stick picture/ Draw picture

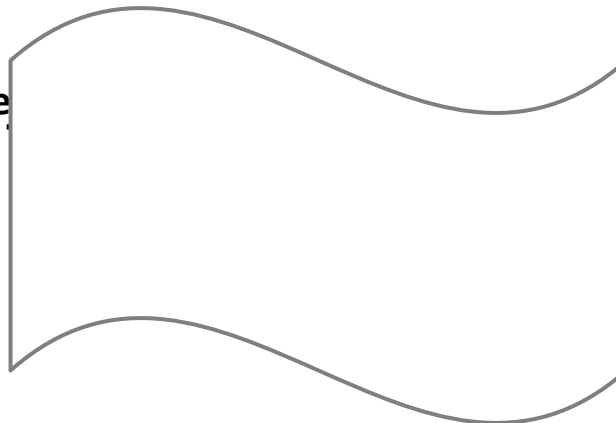
Reflective

notes:
Why?



Speculative

Notes:
some guesses
and additional
ideas...



Using pictures is a great way to remember things. Stick them in the centre of the page and chunk information around them... using **D-R-S**.



Explaining and teaching to others as you learn helps you to learn and remember better.

DRS in depth

Template for Very Deep Reflection!

Descriptive This is designed to help you to solve a problem...

What? Try to find five things you could do. You might not be able to find 5 but 'Go-for-5' helps you think deeply and to explore possibilities.

- 1
- 2
- 3
- 4
- 5

Reflective

Take each of the ideas above in turn and think about the good things about it and the bad things about it -

Idea 1 The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

Idea 2 The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

Idea 3 The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

Idea 4 The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

Idea 5 The possible good things about this idea:

- 1
- 2
- 3

The possible bad things about this idea:

- 1
- 2
- 3

Speculative IF?

My decision:

What can I do to stop or overcome any problems?

What will things look like when I am successful?

Think-Communicate-Write For Creative Writing

Follow this sequence: Think (plan and note it).... Communicate (Tell someone about it and ask for contributions)..... Write it.

1. My story starts like this:

Describe the scene:

Describe the characters:

Describe their feelings:

2. Then this happens:

3. Then this:

4. Then this:

5. My story ends like this:

Describe the characters now:

Describe their feelings now:

Describe the scene now:



Remember: 'bounce' your ideas

My Feelings Log

Monday	Feeling	Why?
Morning		
Afternoon		
Tuesday	Feeling	Why?
Morning		
Afternoon		
Wednesday	Feeling	Why?
Morning		
Afternoon		
Thursday	Feeling	Why?
Morning		
Afternoon		
Friday	Feeling	Why?
Morning		
Afternoon		
Saturday	Feeling	Why?
Morning		
Afternoon		
Sunday	Feeling	Why?
Morning		
Afternoon		

Happy

OK
Excited
Brave
Bold
Daring
Hopeful
(about)
Eager (to)
Keen (to)
Optimistic
Joyful
Confident
In control

Enthusiastic

Curious
Affectionate
Considerate
Sensitive
Loved
Inspired (by)
Determined
(to)

Sad

Tearful
Bored
Challenged
Rebellious
Upset (about)
Angry
Lousy
Disappointed
Hurt (by)
Concerned
Insecure

Feelings

Peaceful

Quiet
Secure
Peaceful
At ease
Comfortable
Clever
Surprised
Reassured

Unsure

Confused
Ashamed
Guilty
In despair
Enraged (by)
Hateful (to)
Insecure

Nervous

Anxious
Worried
Irritated
Hurt (by)
Concerned
Enraged (by)
Hateful (to)
Despairing

To know your feelings is to know yourself.
We all need the 'vocabulary of feelings.'

Especially for Revision....

You could use a file card or note sheet like this-

Use D-R-S to make clear and simple revision notes in the boxes.

Keep separate file cards for different topics. When you have finished, on the back of the card write yourself a couple of questions about the topic to quiz yourself later and remind yourself of your ideas.

Revision

Subject/ Topic	
Descriptive information to remember: What How When Who	Reflective information to remember: Why? The Positives/The Negatives The Good/The Bad/The Unknown
1	1
2	2
3	3
Speculative ideas to remember: IF Draw conclusions Make connections: it's like/ it's unlike It's important because	

Learn and use **Connectives** for your thinking and your writing!

Skills

And....also...so...because...

EXPLAINING

(Go for 5!)

Firstly

Secondly

Thirdly

Next

Finally

I believe that

Also

CAUSE AND EFFECT

When

So

And thus

As a result

Thanks to this

This causes

REINFORCING

Also

After all

Besides

Anyway

This is important because

Furthermore

Moreover

IN OPPOSING

However

Nevertheless

On the other hand

But

Although

In contrast

Instead

Against this is

Whereas

TIME

At first

Before

Until then

Up to this time

Just then

In due course

The Connectives Challenge

Write about yourself starting each sentence with the word on the left! Use 'streams of consciousness' just let your writing be prompted by the words.

Hello, I'm _____

Firstly,

Secondly,

Thirdly,

Next,

Finally,

I believe that

Also

When

So

And thus

As a result

Thanks to this

This causes

Also

After all

Besides

Anyway

This is important because

Furthermore

Moreover

However

Nevertheless

On the other hand

But

Although

In contrast

Instead

Against this is

Whereas

At first

Before

Until then

Up to this time

Just then

In due course

A really useful way to remember writing skills is to use them writing about yourself!

Reading

Reading Comprehension

- 1 Skim first then read** slowly and carefully, word by word, using the punctuation to guide you.
- 2 Guess**, as you start to read: what is this about?
- 3 Pause** whilst you read and ask yourself, **'What do I already know about the subject?'**

After you have finished reading something think back over it and prompt yourself with the 5Ws:

What was it about? What happened? Who was it about? Where did it happen/ How did it happen?

Why?

To remember something you read then communicate it: tell someone about it or make a few notes to remind yourself about

- 1
- 2
- 3
- 4
- 5

You might like to use this scribble pad to help you...



'My Reading Comprehension Scribble Book' is available in PDF to print out free at www.hannans.org.uk. Or quickly draw your own version before reading.

What is it about?

What do you know already?

When?

Where? How?

Who?

Text Title:
Date Read:
Rate it: 1 2 3 4 5

Why? Reflections on the text... Like?

What is it about?

What do you know already?

When?

Where? How?

Who?

Text Title:
Date Read:
Rate it: 1 2 3 4 5

Why? Reflections on the text... Like?

Prompt Yourself

Reading and writing skills

This is something I developed to help GCSE students. You might like to start using it!

Approach the analysis, understanding and appreciation of something in *the same way* each time. Use the same categories... prompt words.... as starting points for your thinking and writing and then use these same prompt words when writing in an exam. Here are some prompts for analysing a piece of literature.

Section 1 DEFINE THE **THEME** OF THE WRITING

TITLE:

It tells the story of
The narrative is about
Its theme is

Section 2 EXPLAIN THE **STRUCTURE**

What is used? Why is it used?

It is written in rhyme
The rhythm is
It has used stanzas that are
It has symmetry
Punctuation is
Paragraphing is

S3 EXPLAIN THE **LANGUAGE AND IMAGERY**

What? (Point) Example: (Quote) Why? (Explanation)

It creates an atmosphere of
It's in the voice of
The language used is formal
The language used is colloquial
It is written in dialect
The tone of the language is
Images are used to
Similes are used to
Metaphors are used to
Personification
Alliteration has the effect of
Assonance has the effect of
Onomatopoeia is used to
Questions are used to
Commands are used to

S4 EXPLAIN THE WRITER'S **INTENTIONS**, FEELINGS, IDEAS, THOUGHTS, BELIEFS ETC.

What?

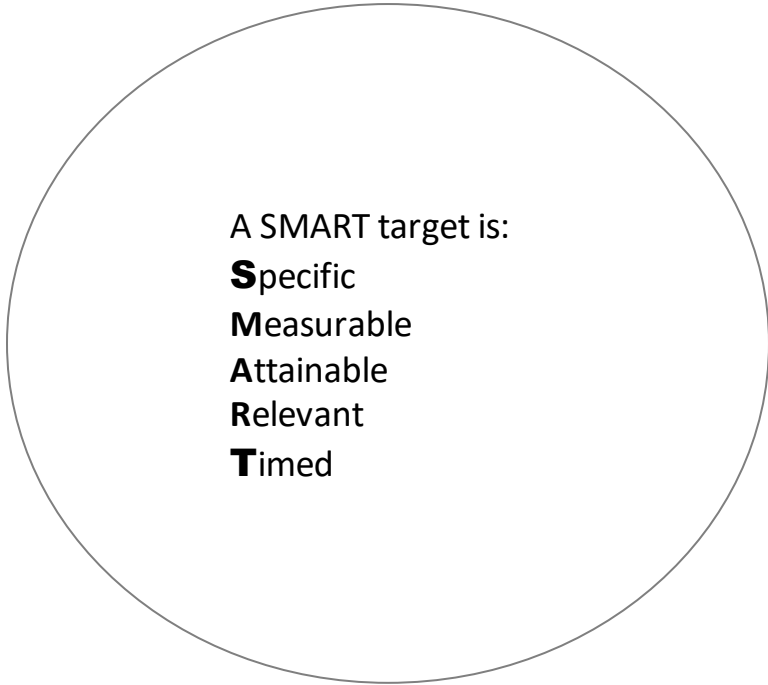
Why?

S5 MY RESPONSES: EXPLAIN WHAT YOU LIKE ABOUT THIS PIECE OF WRITING

What?

Why?





M
Y
T
A
R
G
E
T
S



Target# _____ Date set __/__/____

What: _____

Why? _____

When to be achieved by: _____

STEPS How:

SUCCESS CRITERIA

How I will know when I have achieved my target:

My Target

Week Learning Log

1		
2		
3		
4		
5		

Feedback

Week 1	Teacher
	Mine
	Parent/Carer
Week 2	Teacher
	Mine
	Parent/Carer

Week 3	Teacher
	Mine
	Parent/Carer
Week 4	Teacher
	Mine
	Parent/Carer

Week 5	Teacher
	Mine
	Parent/Carer

I am Especially Proud of

1		
2		
3		
4		
5		



Target Achieved!

Signature:

Date:

Comments:

Teacher's Review

My Review

Parent/Carer's Review

Target# _____ Date set __/__/____

What: _____

Why? _____

When to be achieved by: _____

STEPS How:

SUCCESS CRITERIA

How I will know when I have achieved my target:

My Target

Week Learning Log

1		
2		
3		
4		
5		

Feedback

Week 1	Teacher
	Mine
	Parent/Carer
Week 2	Teacher
	Mine
	Parent/Carer

Week 3	Teacher
	Mine
	Parent/Carer
Week 4	Teacher
	Mine
	Parent/Carer

Week 5	Teacher
	Mine
	Parent/Carer

I am Especially Proud of

1		
2		
3		
4		
5		



Target Achieved!

Signature:

Date:

Comments:

Teacher's Review

My Review

Parent/Carer's Review

Target# _____ Date set __/__/____

What: _____

Why? _____

When to be achieved by: _____

STEPS How:

SUCCESS CRITERIA

How I will know when I have achieved my target:

My Target

Week Learning Log

1		
2		
3		
4		
5		

Feedback

Week 1	Teacher
	Mine
	Parent/Carer
Week 2	Teacher
	Mine
	Parent/Carer

Week 3	Teacher
	Mine
	Parent/Carer
Week 4	Teacher
	Mine
	Parent/Carer

Week 5	Teacher
	Mine
	Parent/Carer

I am Especially Proud of

1		
2		
3		
4		
5		



Target Achieved!

Signature:

Date:

Comments:

Teacher's Review

My Review

Parent/Carer's Review

Target# _____ Date set __/__/____

What: _____

Why? _____

When to be achieved by: _____

STEPS How:

SUCCESS CRITERIA

How I will know when I have achieved my target:

My Target

Week Learning Log

1		
2		
3		
4		
5		

Feedback

Week 1	Teacher
	Mine
	Parent/Carer
Week 2	Teacher
	Mine
	Parent/Carer

Week 3	Teacher
	Mine
	Parent/Carer
Week 4	Teacher
	Mine
	Parent/Carer

Week 5	Teacher
	Mine
	Parent/Carer

I am Especially Proud of

1		
2		
3		
4		
5		



Target Achieved!

Signature:

Date:

Comments:

Teacher's Review

My Review

Parent/Carer's Review

Target# _____ Date set __/__/____

What: _____

Why? _____

When to be achieved by: _____

STEPS How:

SUCCESS CRITERIA

How I will know when I have achieved my target:

My Target

Week Learning Log

1		
2		
3		
4		
5		

Feedback

Week 1	Teacher
	Mine
	Parent/Carer
Week 2	Teacher
	Mine
	Parent/Carer

Week 3	Teacher
	Mine
	Parent/Carer
Week 4	Teacher
	Mine
	Parent/Carer

Week 5	Teacher
	Mine
	Parent/Carer

I am Especially Proud of

1		
2		
3		
4		
5		



Target Achieved!

Signature:

Date:

Comments:

Teacher's Review

My Review

Parent/Carer's Review

M
Y

L
O
G
S

My Reading Record

Date	Title	Author	Rating 1 2 3 4 5
Notes about It			
Date	Title	Author	Rating 1 2 3 4 5
Notes about It			
Date	Title	Author	Rating 1 2 3 4 5
Notes about It			
Date	Title	Author	Rating 1 2 3 4 5
Notes about It			
Date	Title	Author	Rating 1 2 3 4 5
Notes about It			
Date	Title	Author	Rating 1 2 3 4 5
Notes about It			

I want to read

Titles	Authors
--------	---------

**F
R
E
E

W
R
I
T
I
N
G**

