



Destination Reader

A booklet for parents

The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.

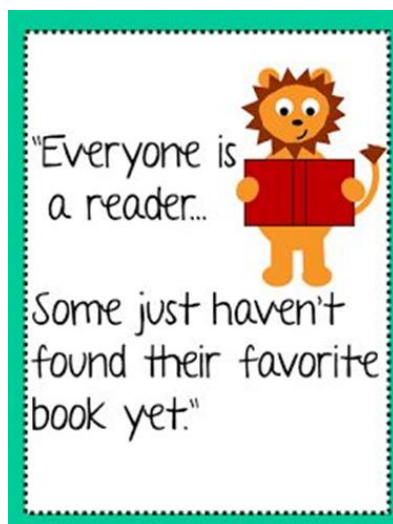


Destination Reader is the result of a working party of teachers from Hackney primary schools, facilitated by Hackney Learning Trust. They had the following aims:

- To foster a life-long love of reading.
- To develop a consistent approach to reading across KS2
- To guide teachers on best practice in teaching reading
- To provide a curriculum in line with the requirements of the National Curriculum
- To accelerate children's progress in reading

Reading for pleasure and purpose are also important for children to be successful readers.

The result is an approach to the teaching and learning of reading across Key Stage 1 and 2 to deepen understanding and comprehension of texts.



What does Destination Reader involve?

Learning Behaviours:

Firstly, children are introduced to three key learning behaviours which help improve engagement and independence.

- Support and actively listen to others
- Discuss and explain their ideas
- Take responsibility for their own/their group's learning

Reading strategies

- Predicting- *what might happen later in the text based on what pupils already know or have read*
- Inferring- *looking for clues about the characters, setting or plot*
- Asking questions- *Pupils ask questions about what they have already read*
- Evaluating- *Looking at the effectiveness of the text and words as well as reviewing the text*
- Clarifying- *Finding out the meaning of tricky words and trying to work out what the author wants us to think about the characters*
- Making connections- *Making links to the wider world, other texts and themselves*
- Summarising- *Picking out the key points in the text*

By concentrating on one strategy at a time, teachers are able to support and challenge children to develop their skills.

The strategies are then combined as the children progress and applied to different forms of writing such as poetry and non-fiction.

These strategies equip children with a toolkit to apply when reading across the curriculum and at home.

What does a Destination Reader session look like?

The daily Destination Reader session combines these learning behaviours and reading strategies in the following way:

Whole Class Teaching

- Introduce or revise strategy focus and related stems
- Model strategy through use of a Think Aloud with displayed text
- Mixed ability partner work to rehearse the strategy
- Learning behaviour focus

Independent Reading

- Partner reading related to the strategy focus

Post Reading

- Celebrate good use of the strategies
- Clarify tricky vocabulary
- Assessment Snapshot
- Evaluation against the learning behaviours

Destination Reader



Predicting



- I wonder if
- I predict
- I think that
- I bet that
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

because

Inferring



- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** **because**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions



- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating



- **Language**
- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because
- **Organisation**
- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying



- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections



- **Text to self:**
- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because
- **Text to text:**
- I think this book is a * (*genre*) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because
- **Text to world:**
- This links to
- This is because

Summarising



- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- ❖ **Support and actively listen to others**
- ❖ **Discuss and explain our ideas**
- ❖ **Take responsibility for your own and your group's learning.**