Destination Reader

What is Destination Reader and where did it come from?

What is Destination Reader?

Destination Reader is an approach to teaching reading at KS2 which can be applied to all texts. Its main focus is on:

- *Key reading strategies which support comprehension.*
- *Learning behaviours which support dialogue.*

It was developed by a working party of Hackney teachers who piloted the approach.

Destination Reader

Aims:

- To foster a life-long **love of reading**.
- To develop a **consistent approach** to the teaching of reading across KS2.
- To guide teachers on **best practice** in teaching reading
- To **read for purpose** across the curriculum
- To have a consistent approach to developing **vocabulary**

How does this approach work?

What are the key features of Destination Reader?

- **Independent learning** based on learning behaviours / partner work
- **Direct teaching of reading (15 minutes)** to whole class before independent reading session (30mins)
- Focus on **talk** – partner work, discussion and explanation
- **Reading walls** support learning in reading
- Increased school responsibility on consistent approach to **'reading for pleasure'**
- Focus on teaching of **key strategies** which enable a deeper understanding of texts
- Focus on reading a **range of high quality** fiction, non-fiction and poetry

Learning Behaviours

Firstly, children are introduced to three key learning behaviours, which foster both engagement and independence.

1. Support and actively listen to others
2. Discuss and explain ideas
3. Take responsibility for their own / their group's learning

Reading Strategies

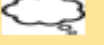Once these learning behaviours are embedded, the children learn 7 key reading strategies in turn which help them deepen their understanding of texts.

1. Predicting
2. Inferring
3. Asking questions
4. Evaluating
5. Clarifying
6. Making connections
7. Summarising

Destination Reader Bookmark

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you … when you read. You've really improved in… Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more…	
Discuss and explain our ideas			1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)		I think this means that … because it says… This part suggests that … because … My view is that … because in the book … Two main reasons explain why I think that … Earlier we learnt that … therefore … On the one hand you could say … but on the other … is similar to …. because … In my opinion … because … This character is … because …. The main idea is that … In summary / I conclude that … because …	
Building on other's answers	Agreeing	I agree with … because … Similarly … I'd like to build on / add to that point …. Adding to that point …	
	Disagreeing / challenging and offering alternative	In contrast … Alternatively …. It could be but……. I agree with some aspects of …'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we considered? Another point I wish to make is … On reflection I no longer think that ….	
Take responsibility for our own/group's learning			1 2 3 4
ensure you took part, made sure everyone understood task and participated		Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we …..e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because …. Our target next time should be to …	

Destination Reader

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

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 STOP
- 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
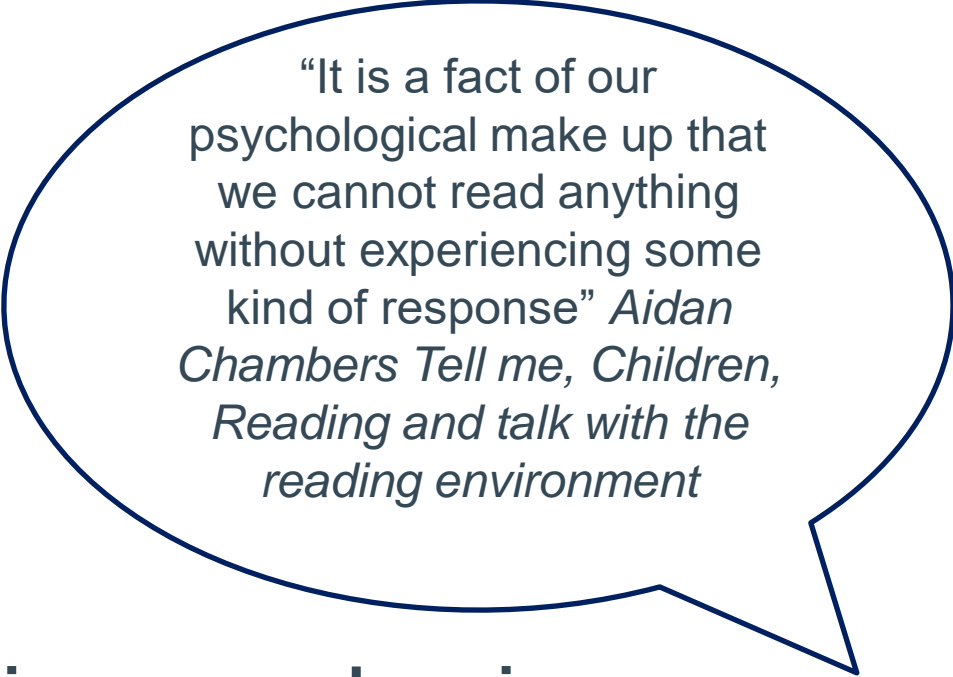- ✤ Take responsibility for your own and your group's learning.

Developing a love of reading can be **more important for a child's educational success than their family's socio-economic background**. **OECD 2002**

Why is it so important for children to learn to read?

Why is reading important for children?

All pupils must be encouraged to read widely across both fiction and non-fiction to:

- develop their knowledge of themselves and the world in which they live
- feed their imagination and curiosity
- gain knowledge across the curriculum
- learn new vocabulary
- establish an appreciation and love of different texts
- escape to other worlds

"It is a fact of our psychological make up that we cannot read anything without experiencing some kind of response" *Aidan Chambers Tell me, Children, Reading and talk with the reading environment*

Academic achievement is highly correlated to reading comprehension. Secondary ready.

High Quality Texts

Throughout Destination Reader sessions, pupils develop these Core-Reading strategies through exposure to a variety of different text types including fiction, non-fiction and poetry. The high quality texts used by teachers within Destination Reader sessions link to class topics and sessions are taught daily in addition to our English sessions.

Enable Quality Experience

Provision

- Read aloud
- Reading lesson
- Shared reading
- Quiet / silent reading
- Group / reciprocal reading
- Using book corner
- Home reading
- Other

Promote Enjoyment – Reading for Pleasure

> Meme – an idea, behaviour or style that spreads from person to person within a culture?
> How do we pass on the meme for reading ?

If we strive to help more children anticipate and experience the **satisfaction to be gained from reading** and exemplify the **tangible rewards of a reading culture**, more and more children will choose to engage with books independently.

We can't teach reading for pleasure, but we can make sure children laugh, cry, gasp, feel scared, shocked or are speechless when we share a book. Then they are much likely to pick up a book themselves.

Reading Cards

Week Beginning:

Date	Book Title and comments

My new word discoveries…

Parent Signature:

Reading Strategies	Activities
✓ Predicting ✓ Summarising ✓ Inferring ✓ Evaluating ✓ Questioning ✓ Making Connections ✓ Clarifying Write about a part that made you: - Laugh or cry - Gasp or be speechless - Learn something new - Want to read on	Write your ideas about the book/poem you are reading. Here are some activities: Plot/Information - Storyboard - Story map/mountain - Fun facts/true or false quiz Character Activities: - Labelled picture of a character - Family tree - Diagram showing character links Settings: - Labelled picture/map of a setting - Mind map

Recommend a book

Pick a book/poem you have read recently.
What is the title of the book?
Who are the book's characters?
What do you like about them?
What information can you find out in the book?
Can you write a summary of the book?
Why would you recommend it?