

Destination Reader at St Stephen's

What is Destination Reader?

Destination Reader is a structured approach to teaching reading at Key Stage 2 which has been designed to meet the demands of the new national curriculum.

Destination Reader is designed to support teachers with a range of strategies to aid comprehension and encourage the teaching of reading with meaning and to support reading with pleasure. The approach involves whole class modelling of reading and children applying these skills through partner work and independent reading.

Destination Reader:

- Provides a systematic approach to the teaching of reading across KS2
- Enables children to develop key strategies which deepen their understanding of texts
- Develops children's motivation to read broadly for pleasure and purpose
- Increases children's ability to lead their learning through the acquisition of key learning behaviours
- Places children at the centre of a formative approach to assessment in reading
- Provides a replacement to Guided Reading

What does it look like in the classroom?

- A daily 40 - 45 minute session (10 - 15 mins whole class teaching; 20 mins independent reading to build reading stamina; 5 - 10mins completing a selfie)
- Use of reading albums which log a child's reading journey, their learning and progress
- Big picture (comprehension assessment) weekly / fortnightly
- A reading wall which promotes, supports and displays the reading strategies, language stems and learning behaviours

Reading Albums

The reading album logs a child's reading journey and becomes a bank of evidence for assessing reading. Albums are used at least 3 times a week (this includes the Big Picture lesson). A reading album contains:

- **Language Stems** for each of the reading strategies (predicting, questioning, clarifying, summarising, inferring, making links, evaluating) to support and fuel discussion about texts
- **Learning Behaviours** to help guide meaningful / purposeful discussions by encouraging children to be supportive and active listeners; to discuss and explain their ideas, and to take responsibility for their own and group's learning
- **A Reading Portrait** which charts their reading preferences and thoughts on their reading, and sets targets which are revisited and reviewed on a termly basis
- **Reading Tasks**
Selfies; short comprehension assessments (Big Picture)
- **Assessment/ Progress Chart**

Reading Strategies

- Predicting
- Questioning
- Clarifying
- Evaluating
- Summarising
- Inferring
- Making links

In addition to this, **all** children will also spend time on developing their fluency as a reader and improving their ability to skim and scan.

Strategies are revisited termly to ensure that children apply them against different forms *eg poetry and non-fiction*

Learning Behaviours

Children are encouraged to:

- Be supportive and actively listen to others
- Explain and discuss ideas
- Take responsibility for your own and your group's learning

Learning behaviours are referred to at the beginning and end of each of the lessons

Assessments

Teachers are constantly assessing the progress of their children in a variety of ways.

- **Selfie**

A short independent activity which evidences the child's understanding of the text through effective use of a reading strategy/ strategies

- **Big Picture**

A comprehension assessment based on an unseen text which provides children with the opportunity to accurately respond to questions in a written format whilst drawing upon the application of combined reading strategies

- **Individual Tracker**

The class teacher listens to the child read at least fortnightly and more frequently for those who require greater support with their reading. Progress is recorded on the tracker sheet which provides further valuable information regarding their comprehension and fluency

Reading Walls

To further support our children with their learning and as a means of a reference point, each class has a reading wall which displays the following:

- Current language stems (reading strategy)
- Reading/learning behaviours
- Picture of book or text and information or picture about author
- Any pertinent vocabulary
- The class' reading journey- cataloguing books/ texts the have read throughout the year

Lessons

Whole Class Activities

During whole class lessons, the teacher models how to use and apply the reading strategies when talking in detail about texts.

Partner Work/ Paired Talk

Children are given the opportunity to orally practise the application of reading strategies with a talk partner as they discuss and explain ideas - helping to internalise learning and maintain pace and engagement.

Independent Task

Children read set texts with a partner or independently, applying the strategy or strategies texts at an instructional level. As children work independently, this allows the teacher to hear children read, support where required and assess their learning.

How do we expect DR to impact us at St Stephen's?

- We are explicitly teaching the children the skills they need to be good readers and how to use the skills
- For assessments and tests, we have provided them with the skills to identify the type of question they are having to answer and what type of answer they need to provide this is also developed through the big picture sessions
- The **reading journals** are an invaluable source of **evidence for assessment** which provides snapshots of the children's learning
- We are encouraging/ training the children to be able to read for longer periods of time which is a skill in its self (**reading stamina**)
- It allows for **consistency** in reading across all classrooms