

Destination Reader

Introduction to Destination Reader

Initial staff meeting to give an overview of DR

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**
- To provide a curriculum in line with the requirements of the **revised National Curriculum**
- To provide a **robust assessment approach**, centred on formative assessment.

What are the key features of Destination Reader?



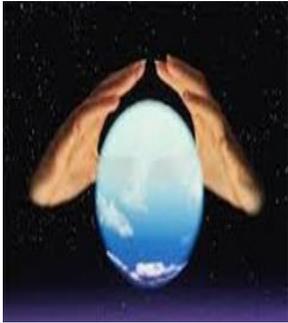
- **KS2** focus
- **Independent learning** based on learning behaviours / partner work
- **Direct teaching of reading (15 minutes)** to whole class before independent reading session (30mins)
- Focus on **talk** – partner work, discussion and explanation
- **Reading walls** support learning in reading
- 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
- A **formative approach to assessment** placing children at the heart of their learning.

Principles

- Enable quality experience
- Promote enjoyment
- Increase reading mileage
- Build firm foundations
- Develop thinking and understanding
- Make talk central



Good readers...



Predict



Ask questions



Clarify



Summarise



Infer



Make connections



Evaluate

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	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we ... 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 ...		1 2 3 4

Destination Reader	
Predicting	Inferring
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The word * tells me The part * tells me This makes me think that I think this character 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?	Evaluating
<ul style="list-style-type: none"> Who What When Where I wonder Why How What if Why do you think How do you think How do we know 	Language <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> The text is organised well because The presentation helps the reader because The structure could be improved by
Clarifying	Making connections
<ul style="list-style-type: none"> 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. 	Text to self: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> This links to This is because
Summarising	Learning Behaviours
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Support and actively listen to others Discuss and explain our ideas Take responsibility for your own and your group's learning.

Learning Behaviours - How did we do?

Did we:

Support and actively listen to others 1 2 3 4

(use supportive facial expressions / responses, bring quieter people into conversation)

Discuss and explain our ideas 1 2 3 4

(refer back to the text, give extended answers, build on each others answers)

Take responsibility for our own/group's learning 1 2 3 4

(ensure you took part, made sure everyone understood task)

DR Lesson structure p9

Structure of a DR Reading lesson	
Before reading whole class 15 mins	Introduce or revise lesson strategy / focus and stems. (Introduce context of text / new vocabulary if needed)
	 Model strategy through think aloud with displayed text.
	 Mixed ability partners practising strategy.
Independent reading 25mins	 Partner or independent reading focussing on strategy where possible. Teachers to monitor ratio of reading / talk so that children build up reading stamina on longer texts. Talk may be during reading or during a plenary. <i>Teachers to focus on specific children.</i>
After reading 5 mins	Celebrate good use of the strategies Snapshot Clarify tricky vocabulary Children evaluate their use of the learning behaviours.

Lesson structure on known text

Our reading strategy is: Prediction

Prediction stems

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

Using the front cover, let's make some predictions.



Strategy information

This week, we will focus on:

Support and actively listen to others

	Support	1 2 3 4	
Support	Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker.	Great reading, good thinking. I like the way you ... when you read. You've really improved! ... 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...	

Learning behaviour

Key vocabulary

Turtle



Vocabulary slide

Prediction stems

I won Dribble at Jimmy Fargo's birthday party. All the other guys got to take home goldfish in little plastic bags.

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

I won him because I guessed there were three hundred and forty-eight jelly beans in Mrs Fargo's jar. Really, there were four.

Really, there were four hundred and twenty-three, she told us later. Still, my guess was closest. "Peter Warren Hatcher is the big winner!" Mrs Fargo announced.

At first I felt bad that I didn't get a goldfish too. Then Jimmy handed me a glass bowl.

TA

TP

TP

TP



Text (TA and TP)

What are we reading?

Continue reading from page 101 to top of page 100 to "It was no surprise to her that he winked." Stop when you read the top paragraph on page 100. So "It was no surprise to her that he winked."

Use your inference stems to help you.

Fantasy Magic fiction Narrative		Paired Reading – Rest of Chapter of class book	
Group A	Group B	Group C	Group D
Read chapter 7 of Tales of a Fourth Grade Nothing	Read story of Tale of Satchel the Sailor	Read Chapter 8 - The Rowlock Makers daughters	
Teacher: Wael	Teacher: Theres		
Group D	Group E		
Read up to page 15	Marie Williams		
Readers: Enchanted Lamp	Sabed the Sailor		
	TA support		

Organisation of groups

Write your best prediction from today in your reading album. Use the sentence stems.

REMEMBER because

S Prediction

What does the last line suggest about what could happen next?



Selfie activity

Our Destination Reader learning behaviours

Support and actively listen to others 1 2 3 4
(use supportive facial expressions, look at the speaker and respond to what has been said)

Discuss and explain our ideas 1 2 3 4
(refer back to the text, give extended answers, build on each others answers)

Take responsibility for our own/group's learning 1 2 3 4
(ensure you look part, make sure everyone understood task)

Evaluate learning behaviour

Mon	Tue	Wed	Thu	Fri
Intro to strategy Predicting	Input Predicting	Input Predicting	Input Predicting	Input Big Picture
The Twits	The Twits	The Twits	The Twits	The Twits
Mixed ability reading	Mixed ability reading	Ability groups	Ability groups	Big Picture
The Twits	The Twits	Levelled texts	Levelled texts	The Twits
Plenary	Plenary	Plenary	Plenary	Plenary

Personalised to cohort e.g. a low Year 3 may have ability sessions only.

DR Weekly structure p7/8

	Whole-class session	Independent reading	Plenary
Monday / Tuesday <i>Schools may prefer to have more ability sessions, particularly in Years 3 and 4.</i>	<ul style="list-style-type: none"> Introducing or revising strategy. Modelling strategy through think aloud. 	<p>All children using a continuation of a text that teacher has introduced to practise strategy. Focus on oral use of strategies in mixed ability pairs.</p> <p>Teacher monitoring, supporting and challenging all pairs in use of strategy initially, moving to hearing focus children read.</p>	<ul style="list-style-type: none"> Celebrating good use of strategy. Selfie – answering targeted question. Vocabulary Reflecting on use of learning behaviours.
Wednesday/ Thursday	<ul style="list-style-type: none"> Partner practice of strategy 	<p>Children read in partners or independently, applying the strategy if possible to texts at an instructional level (e.g. using sets of guided readers)</p> <p>Continuation of text teacher has shared if appropriate level.</p> <p>Teachers hear children read at their book level focussing on wider reading skills, giving children clear guidance on how to improve. Can be in groups or partners. Individual tracking sheet.</p>	
Friday		<p>Weekly written comprehension focus. (This may take place in literacy to allow for more ability sessions)</p>	

Focus strategy and learning stems

Reading wall p3

Key vocabulary

Class text

Class reading preferences

Book marks

Reading strategies



Recommended texts

Relevant information to text e.g. character profiles

Learning behaviours

Termly planning p17

Class Text: Wind in the Willows Topic links: Animals, trip to river Lea, art paintings.			Term: Class:
Week beg. Events	Genre / Texts Ensure fiction, non-fiction and poetry planned over term.	Strategy / Curriculum Focus	Notes
Week 1	Introduce Wind in the Willows – adventure (fiction)	Prediction	Fiction, non-fiction and poetry
Week 2	Non-fiction – books about animals - introduce key vocabulary of river bank Continue text	Clarifying	
Week 3	Wind in the Willow - adventure (fiction)	Questioning	A range of genres / N.C. expectations
Week 4	Wind in the Willow – adventure (fiction) Use ‘forces’ text from science	Summarising	
Week 5	Wind in the Willow – adventure (fiction)	Inference	
Week 6 Trip to river	Wind in the Willow – adventure (fiction) River Lea fact-sheet	Making links	Reading for purpose
Week 7	Poetry – animal poems	Evaluating	
Week 8	Poetry – performance poems	Focus on poetry performance objectives	

Book level tracking

Assessment Class Tracker							
Destination Reader Class Tracker							
Class:	Book Band	Start of year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>NE: Progression in books at KS2 is much more complex than at KS1 because factors such as vocabulary, sentence construction, concepts and text layout make progression more challenging. Therefore, this chart is designed to support teachers in making a best fit judgement of whether their children are reading age-appropriate texts and support in assessment where book level should always be taken into consideration.</p> <p>Schools should have their own agreed expectations for end of each year group. This is one example.</p>	Beyond						
	Expected End Of Y6	Silver					
	Expected End of Y5	Black					
		Magenta					
	Expected End Of Y4	Gray					
	Expected End of Y3	Brown					
		Blue					
	Expected End of Y2	White					
		Gold					
		Purple					
	Turquoise						
Below turquoise	State colour and Intervention						

5

DESTINATION READER CLASS TRACKER OVERVIEW							
Year group: 4			Class:		PPG – Pupil Premium SEN – Bold		
<p>NE: Progression in books at KS2 is much more complex than at KS1 because factors such as vocabulary, sentence construction, concepts and text layout make progression more challenging. Therefore, this chart is designed to support teachers in making a best fit judgement of whether their children are reading age-appropriate texts and support in assessment where book level should always be taken into consideration.</p>							
Age-appropriate texts	End of Previous Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Above	Joshua						
	Mohamed						
	David						
	Sasha						
	Halima						
	James						
	Eli						
	Eva						
	Osami						
At	Kayne						
	Jessie						
	Poppy						
	Aziz						
	Salwa						
	Nabia						
	Abdul						
	Ketra						
	Nicola						
	Arny						
	Cain						
	Patric						
	Rose						
	Olivia						
	Maria						
	Jose						
Below	Jane -Purple 20						
	1:1						
	Ahmed -Gold						
	21 1:1						
	Latifa -White 23						
	1:1						
	Maya -Orange						
	16 TA /						
	Phonics						
	Kory Blue -10						
	TA / Phonics						
Total number of children	30						

Schools should have their own agreed expectations for end of each year group. This is one example.							
Yr. Grp	M4-year Colour Band			End of year Colour Band			
1	Green			Turquoise			
2	Gold			White		Blue	
3	Blue	Brown		Brown			
4	Brown			Gray			
5	Magenta			Magenta		Black	
6	Magenta	Black		Black		Silver	

Our reading strategy is Inference

What is inference?

What aspects of the text do we discuss when talking about inference?

We use clues from the text and our prior knowledge to work out something **the author doesn't tell us**.

It is often based on clues about:

- character
- setting
- mood

What makes good inferences? **Why is it good to infer?**

- Justifying our answers with evidence from the text – **because / P.E.E.**
- Using detail – closely quoting the exact word / phrase
- Finding more than one piece of evidence
- Thinking from the writer's point of view

It helps us to have a deeper understanding of the text.

Stems

Linked with **because**:

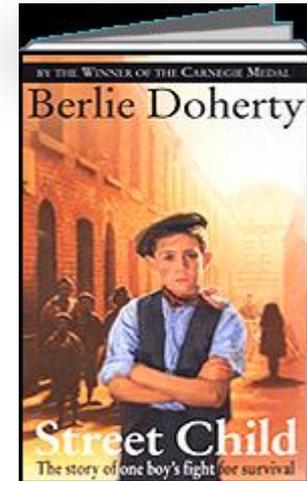
- The word * tells me...
- The part * tells me...
- This makes me think that...
 - I think this character...
 - I think the setting is...
- I think the mood is...
 - I think the writer's viewpoint is...
 - I think the character's viewpoint is...



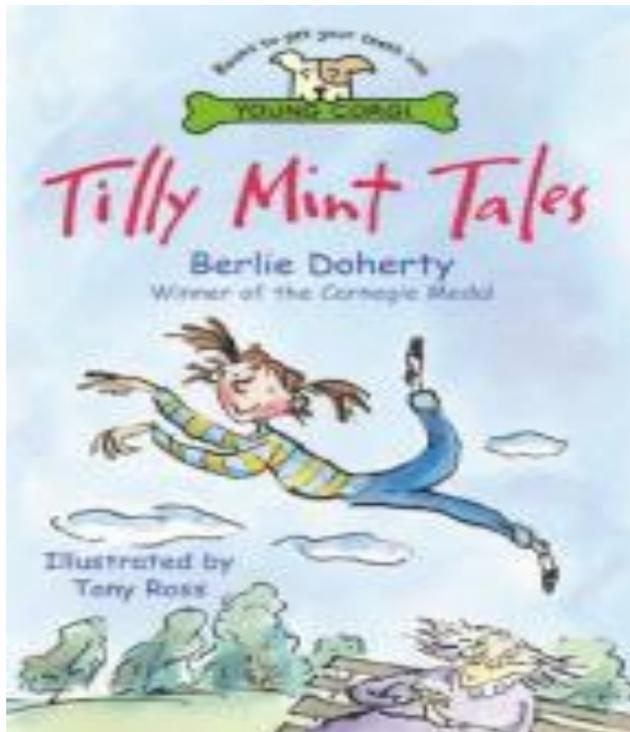
Context of the story. What do we already know about...



Berlie Doherty



Context of the story. What do we already know about...



What does the word 'tales' make you think?

Our Learning Behaviours



Today we are focussing on...

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 ...	
	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		

Let's focus on:

- Adding to that point...
- Earlier we learnt that ...
- Why do you think that?
- What evidence is there that backs up your point?

Vocabulary



conker



Shiny brown nut that falls from chestnut trees

dopey



Sleepy or foolish

cackling



Laughing loudly or harshly

Other vocabulary:

Synonyms: funny / amusing
Homonyms: felt / felt
Homophones: Hear / here
Antonyms: worried / carefree

Tilly Mint and the Leaf Lords

I don't know if you've ever met Tilly Mint.

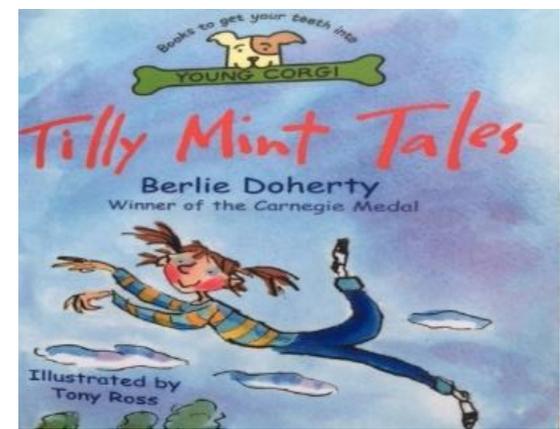
She lives in one of those houses just up the hill from the park. (TA)

She's about as old as you, I should think

When Tilly's mum goes out to work, Mrs Hardcastle from up the street pops in to look after her. (TP)

You must have seen her. She has curly, white hair and pink cheeks. She has shiny, blue, remember sort of eyes, and fidgety, talky sort of hands, and she's very old. She once told Tilly that she was the oldest woman in the world. (TP)

Key Question: What's the key idea here? What impression do we have of the characters so far?



Stems

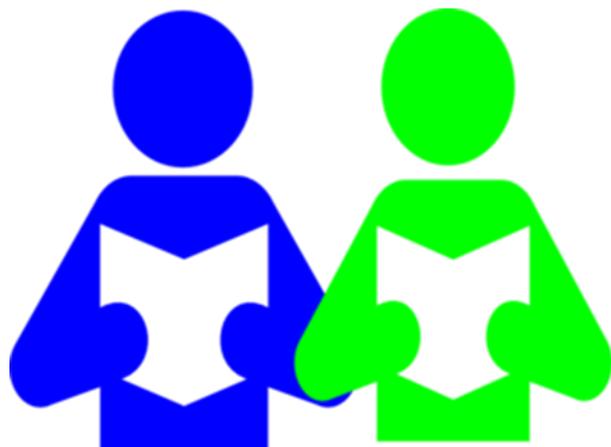
Linked with **because**:

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

What are we reading?

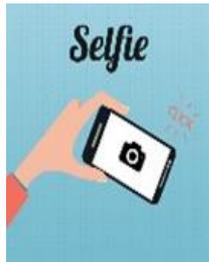
Read to the end of the chapter.

Use your inference stems to help you.



INDEPENDENT	TARGET PAIRS FOR TA	TARGET PAIRS FOR TEACHER
Ahmed- Barak Basak – Lucy Naima – Fred Rosie – Reece Tashan – Jo Kathie – Jane Alex – Ayesha Isobel – Chris Blessing – Mary	Chantelle – Caleb Joshua – Femi Laila - Abdullah	Karen – Lucas Samatar – Kiera Amara – Mason

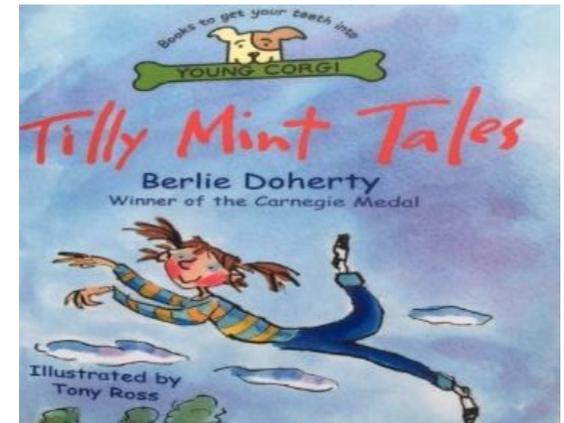
Use your inference stems to help you.



S

Look at page 10. How can you tell that Tilly misses her mum?

CHALLENGE: What does Tilly think of Mrs Hardcastle?



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

Our Learning Behaviours

How did we do?



Discuss and explain our ideas		1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)		
	Agreeing	
	Disagreeing / challenging and offering alternative	
	New idea	

Let's focus on:

- Adding to that point...
- Earlier we learnt that ...
- Why do you think that?
- What evidence is there that backs up your point?

NEXT DAY: Start inferring lesson with:

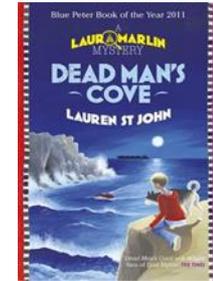


Look at these 3 inferences from yesterday – which ones work well?

A. I think the writer wanted to make the reader feel empathy for this character early on because her role is so important to the story. Using phrases like ‘the hour her life began’ and ‘sum total of her possessions’ encourages the reader to feel sympathetic towards her because they hint at an empty life before.

B. I think Laura is excited because she’s ‘already packed.’

C. I think Laura lives in an orphanage because the text mentions ‘Matron’ who would be found in an institution such as this and the ‘military neatness’ of her clothes emphasises the formal atmosphere.



Stems

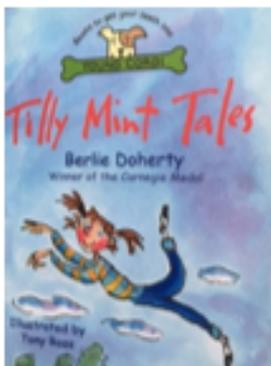
- Linked with **because**:
- The word * tells me...
 - The part * tells me...
 - This makes me think that...
 - I think this character...
 - I think the setting is...
 - I think the mood is...
 - I think the writer’s viewpoint is...
 - I think the character’s viewpoint is...

What make good inference?

- Justifying our answers with evidence from the text – **because** / **P.E.E.**
- Using detail – closely quoting the exact word / phrase
- Finding more than one piece of evidence
- Thinking from the writer’s point of view



Another example of a selfie



14.10.2016 Tilly Mint



1. Where did Tilly live? _____

2. Find and copy the word that tells you Mrs. Hardcastle looking after Tilly is an informal arrangement. _____

2. Look at the phrase 'You must have seen her' – what does this tell you about this character?

3. In what ways might Tilly appeal to the reader?
