

Destination Reader at Plaistow Primary

What is Destination Reader?

- It is a style of guided reading that bridges Guided Reading and Reciprocal Reading.
- It blends reading behaviours and reading strategies to allow children to explore and understand texts independently at a deeper level.
- It is a key stage 2 approach to teaching reading that can be adapted for year 2.

What does it look like in a classroom?

- A daily 30/45 minute session
- 15mins whole class teaching
- 20 minutes independent reading
- 5 – 10 minutes after reading completing a 'Selfie'
- Monday & Tuesday sessions involve introducing or revising a strategy. Children will work in mixed ability groups/pairs.
- Wednesday, Thursday & Friday sessions involve applying taught strategy to an instructional level text in ability set groups.
- Using reading journals.
- Big Pictures every week/fortnightly.
- A reading wall which promotes, supports and displays the reading strategies and sentence stems.

Reading Journals

- Are used at least three times a week.
- Children write the date and indicate which skill they are using.
- Become a bank of evidence for assessing reading.
- Show how different types of evidence
 - Selfie; a short independent activity which can be conducted within the plenary where children can write a predication, write a summary, respond to a statement etc.
 - I spy; this is a snap shot taken by an adult. A short, simple observation recorded when reading with a child. These do not have to be recorded for every child every time you read with them.
 - Portrait; a termly pupil conference. This allows the pupil an opportunity to reflect on their reading journey. It allows them time to write about themselves as a reader, books they have enjoyed, skills they have improved and an agreed target for moving forward. (A template will be given for this task.)

Reading Strategies

- | | |
|---------------|----------------|
| - Predicting | - Summarising |
| - Questioning | - Inferring |
| - Clarifying | - Making Links |
| | - Evaluating |

In light of the Year 6 SATS, we will be focusing on an additional two strategies.

These will be:

- Skimming and scanning
- Reading with fluency

Strategies are revisited termly to ensure that children apply them against different forms e.g. non-fiction and poetry

(Other objectives such as performance poetry and retrieval skills will also be taught within).

Learning Behaviours

1. Be supportive and actively listen to others.
2. Discuss and explain your ideas.
3. Take responsibility for your own and your group's learning.

Learning behaviours are to be referred to at the beginning and end of each lesson.

Partner Work

- Teachers need to explain why partner work is so beneficial e.g. because 'two heads are better than one.'
- Children's partners should be changed regularly so that children work with a variety of children.
- Partner talk should be used both for quick 'turn to your partner' activities, where children have an opportunity to think and internalise new learning, in addition to discussion activities.

Talk Partners

- For quick 'turn to your partner' activities, where children have an opportunity to think and internalise new learning, ensuring the learning is interactive but the pace of the lesson is not lost.
- Where it is useful for pupils to fully discuss ideas.

How do we expect DR to impact us at Plaistow Primary?

- We are explicitly **teaching the children the skills** they need to be good readers and how to use these skills.
- For assessments and tests we are providing 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 a fantastic 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 itself (**reading stamina**).
- It allows for **consistency** in reading across all classrooms.