

Destination Reader at St George's Y3 - 6 (Mon-Wed)

Destination Reader aims to teach children the skills to be an **effective** reader by systematically teaching children the 7 skills of **predicting, clarifying, summarising, inferring, questioning, making connections** and **evaluating**.

Its **clear** and **concise** structure ensures that **every** lesson **every** child will be exposed to new vocabulary, effective and thorough modelling, opportunities to question their peers, articulate their responses and reflect on their understanding of the skills. Crucially, it allows the children to **read** and feel the achievement of completing a book every half term.

Structure

20 minutes input

1) Discussion of the book

A quick discussion of the book (lead by children or teacher) ensures children recap their understanding and allows all children to be immersed in the story.



2) Focus skill

Predicting

In year 4 predicting is...

Predicting what might happen from the details stated in the text and using evidence to support ideas.

What does this look like?

Making a statement about what will happen in the future, based on:

- ...what you have read
- ...what you already know (prior knowledge)

Why do we do it?

To think about what might happen next

How to do it well?

- Do not guess!
- Provide evidence (...because...)
- Find clues from what you have read or seen

Predicting

In year 5 predicting is...

Making a statement about what will happen in the future based on what is **stated** and **implied**, using ...

- ...what you have read
- ...clues the author gives you (inference)
- ...what you already know (prior knowledge)

Why do we do it?

To think about what might happen next

How to do it well?

- Do not guess!
- Justify using evidence from the text (...because...)
- Find clues from what you have read or seen

Predicting

In Year 6 predicting is...

Making a statement about what will happen in the text and **justifying it with evidence** using...

- ...what you have read
- ...clues the author gives you (inference)
- ...what you already know (prior knowledge)

Why do we do it?

To think about what might happen next

How to do it well?

- Do not guess!
- Find clues from what you have read or seen
- Think about what might happen but also other features (e.g. what language you might find; how it is set out)

Teacher discusses with the children what the focus skill of the week will be. The children will be taught the same 7 skills across their time in KS2. However these will progress as they develop as the children move through the school.

Children will have 1 focus skill a week that runs throughout, but will also be taught explicitly how to combine and use a variety of the skills each lesson.

3) Vocabulary

Children are taught 2-4 new pieces of vocabulary that will be included in the text they will read that day. Teachers should choose these words carefully, ensuring that they are **ambitious** but **significant** for the children's learning.

4) I do/we do

I do: Children read 1 extract from the book they are reading. Teacher to explicitly model (explaining reasoning aloud) reading skills based on that extract. E.g, making a prediction, summarising it, making inferences.

We do: Children can either continue with the same text or a new text and then answer a question/ practise the same skills as modelled by the teacher with their reading partner. Teachers should model using the sentence stems/ oracy poster to encourage articulate conversations.

On feedback, the class teacher should avoid hands up, instead using the agree, challenge and build on symbols to encourage natural discussion within the classroom.

5) Reading/ task (20 minutes)

Children in ability groups or pairings to read through a section of the book as directed by the teacher. Teachers work alongside a focus group of children who require extra support. TA to take any child or children who cannot access spine text to read an appropriate level book and read the spine book to them instead of a selfie task. Teachers to record observations from listening to the readers in the back of their DR albums.

Teachers to focus on the 7 skills as well as questioning their comprehension and recall and noting any fluency targets for LA children.

During the task, adults should set 3 questions for the children to discuss during this reading time. This should mix 2 or 3 of the skills. The children should be encouraged to use the sentence stems and oracy poster to discuss these.

Reading time...

Number the Stars Page 62 - end of chapter 5

1. **(Summarise)** Summarise the key events of what you have read today in 10 words or less.
2. **(Clarify) (page 66)** What does the phrase '*with an icy feeling*' mean?
3. **(Evaluate) Reread the last sentence of the chapter.**
Why do you think the author has chosen to end the chapter with this image?

6) Selfie (5 Minutes)

The selfie should reflect the skill that is being taught during the week. It should apply what was modelled during the input on that day and connect to one of the discussion points the children had during the reading time.

Teachers do not need to formally mark all selfies, however they should be discussed/ self assessed at the end of each lesson.

Recommended: 2 written and 2 verbal selfies per week.

Selfie - Thursday - Evaluating

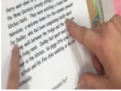
Reread the last sentence of the chapter.
Why do you think the author has chosen to end the chapter with this image?

Thursday Free Reading

Children can select a book to read of their choice from their class or school library. Teachers will listen to the children who are usually supported by TA Mon- Wed . TA to listen to those children not listened to at other points in the week. This is also an opportunity to monitor and discuss children's home reader choice.

Friday Big Picture

Big picture questions where children have seen or unseen text. Types of questions are decoded and responses modelled by the teacher. Children then practise these and mark together. Opportunity at the beginning of the session to discuss a book cover and identify preference towards this as a recommendation.

			
RIGHT THERE	VOCABULARY	THINK & SEARCH	EVALUATE

C	L	E	A	R
Code: What type of question is it? Clues: What can help us to answer the question?	Locate: Find the part of the text related to the question	Explore: Read the located text, including just before and after	Answer: Use the text to answer the question	Re-read: Read again to check

	1) Put one tick on each row to show if these statements about the first paragraph are true or false:		
	Statement	True	False
	The children were sent to the countryside because of the war.		
	The children disliked the Professor they had been sent to live with.		
	Lucy was the youngest sibling.		
	2) Why couldn't the children go exploring outside?		