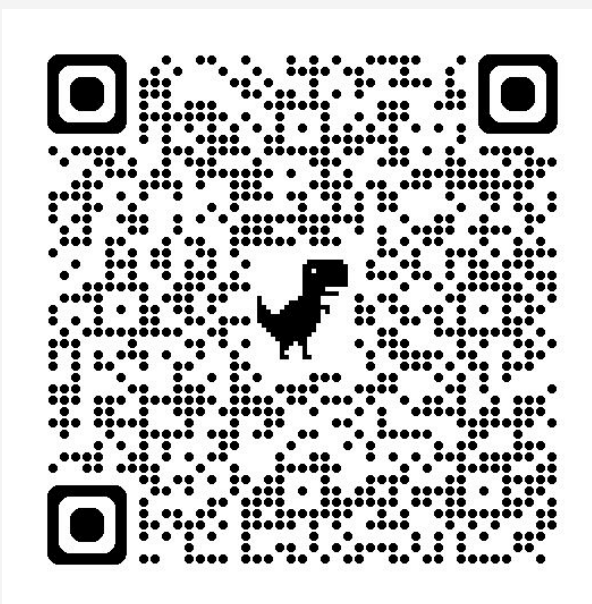


Destination Reader: Building readers who are engaged, enthused and comprehend high quality texts

Rosie Condon



Working for every child



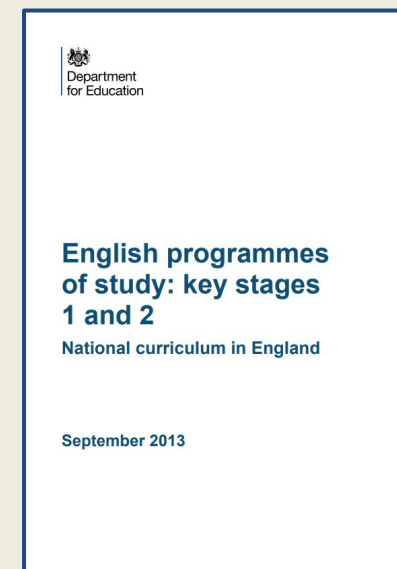
Session

- What is Destination Reader?
- How does the Destination Reader model link to reading comprehension?
- How do we model and promote partner talk to develop reading comprehension, engagement and enjoyment?



What is Destination Reader?

- An approach to the explicit teaching of reading at 7-11 year olds. (Aimed at readers).
- Pedagogy based so can be applied to any high-quality text; complements rich curriculum.
- Builds on existing good practice
- Designed to ensure equality of provision through a daily whole-class interactive session including modelling, discussion of texts and independent reading.



Teaching reading:
Destination Reader

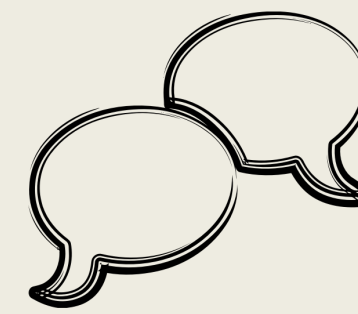


Building reading for pleasure



Working for every child

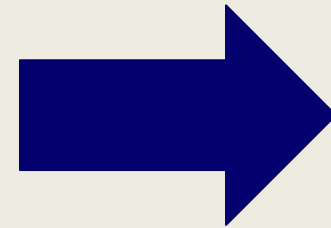
How do we learn best?



- Ethos
- Motivation
- Modelling/ learning from an expert
- Practice
- Discussion
- Good resources
- Resilience / stamina

The principles and elements that underpin DR:

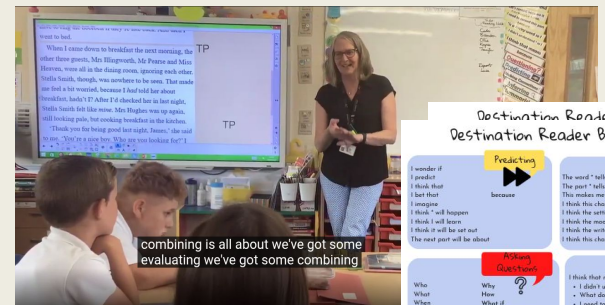
- Promote enjoyment
- Increase reading mileage
- Build firm foundations
- Develop thinking and understanding
- Make talk central



Learning behaviours support dialogue, engagement and greater independence

Reading strategies support a deeper understanding of texts and engagement

Application of oral understanding in written response



Working for every child

Promote enjoyment outside of the reading lesson:



Building reader identities - do you know what your children are reading?



Build peer book talk - two copies of 8 suggested reads



Recommend read shelves/ display/sign up sheet- pupil lead

Pupil reading ambassadors



Building firm foundations

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

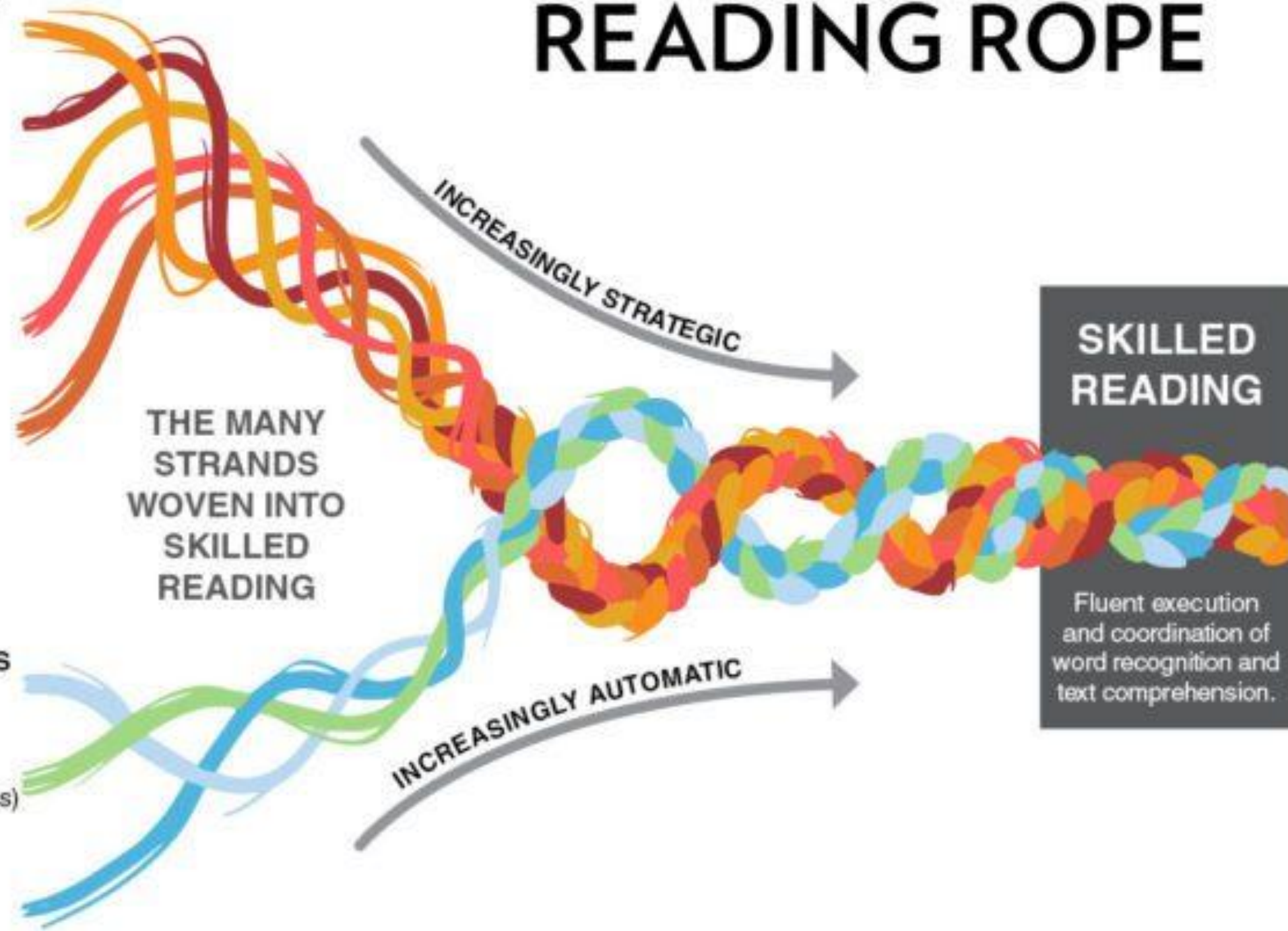
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SCARBOROUGH'S READING ROPE



Graphic modeled after the illustration from the *Handbook of Early Literacy Research*, by Susan B. Neuman and David K. Dickinson (2001) who re-envisioned researcher and author Hollis Scarborough's visual metaphor of the Reading Rope.

Hollis
Scarborough Rope
Model 2001

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Sprogforståelse

Forhåndsviden
(facts, begreber etc.)

Ordforråd
(bredde, præcision, relationer etc.)

Sproglige strukturer
(syntaks, semantik etc.)

Sproglige ræsonnementer
(inferens, metaforer etc.)

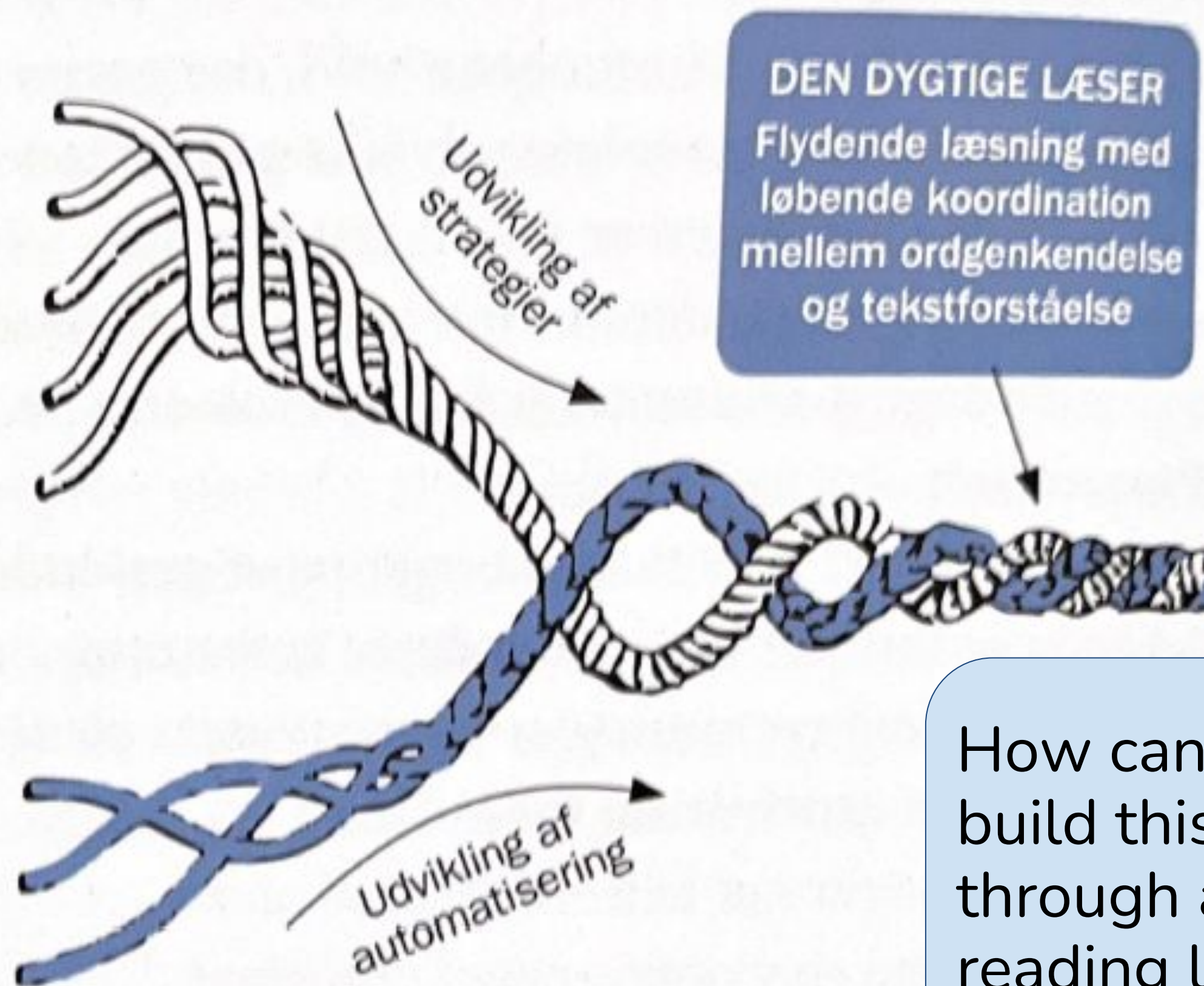
Viden om literacy
(skriftsprogskendskab, genrer etc.)

Ordgenkendelse

Sproglig opmærksomhed
(stavelser, fonemer etc.)

Afkodning
(det alfabetiske princip,
bogstav-lyd-kendskab)

Visuel genkendelse
(af hele ord eller dele af ord)



How can we build this model through a reading lesson?

every child

Enable quality experience and build thinking and understanding

Good readers...



Predict



Ask questions



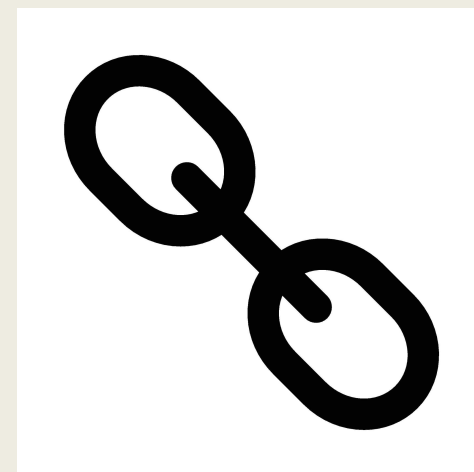
Clarify



Summarise



Infer



Make connections



Evaluate

The reading lessons over the week

Focus on booktalk / skills on shared book

Applying knowledge and skills from core books lessons to individual reading and building stamina, enjoyment and independence

Modelling written response - test technique

Core text days (mixed partners)

Independent reading focus days (Levelled/choice)

Taught written comprehension

A shared text: everyone in class (if at level) reads the same high quality text

Model and practise strategy/(ies) (I do/we do)

Mixed pairs continue reading, using learning behaviours / strategies (you do)

Return to text to share ideas and thinking

Introduce with book buzz and orientation - building book knowledge

Share a focus of lesson: fluency, application of comprehension, self monitoring

Independent reading on own or small group text

Share and recommend texts together

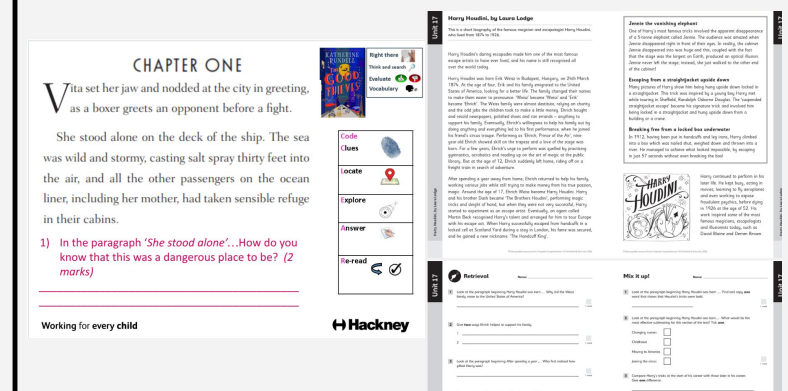
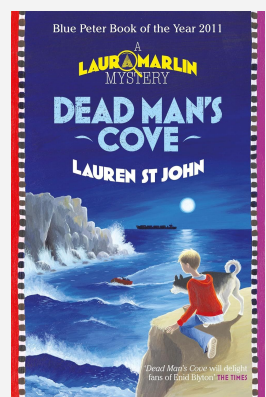
Share tips and tricks

Build active readers

Teacher models HOW to answer questions

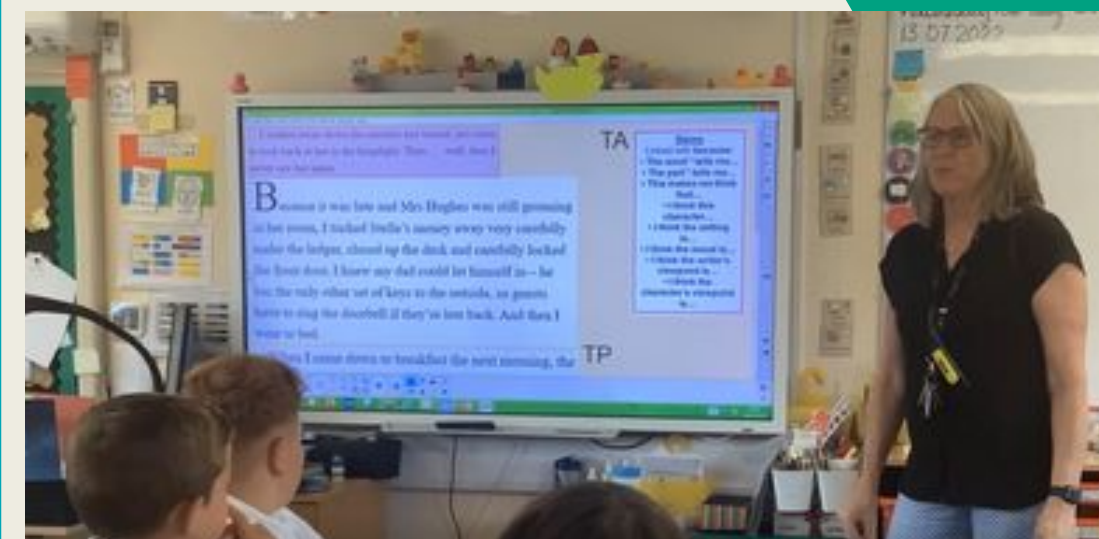
Partners practice (I do/we do)

Children practise (you do)



The Lesson Structure of the shared text day:


	Timing	Structure
<p>Whole class session</p> <p><i>I do/We do</i></p>	<p>15 mins</p>	<p>3 parts:</p> <p>Introduction/focus</p> <p>Think aloud - a skilled reader modelling thinking</p> <p>Partner practice</p>
<p>Independent reading</p> <p><i>You do</i></p>	<p>20/25 mins</p>	<p>Independent reading</p>
<p>After reading</p>	<p>5 mins</p>	<p>Plenary - return to reading</p>



Working for every child

Lesson structure for a new text

Context / Knowledge



Our reading strategy is

What is inference? What do we use?

Use clues and prior knowledge to find out what the author doesn't tell us.

Character Setting mood

What makes good inferences?

I think Danny is kind because he comforted Nai-Nai when she was upset. In the text it says "I slid across the floor and patted her arm..." showing he felt empath with her.


✓ Using evidence from the text – because
✓ Using detail from the text – "Quoting"

LB: Support and Actively listen

What do you think?
Tell me more ...

A B C

Author: Dick King-Smith




Hackney

Vocabulary


Squashy

- Easily squeezed into different shapes e.g. playdough




Sunken

- Lower than everything else (A ship is sunken beneath the sea. Your eyes are sunken into your skull (they go into eye sockets))



frown

- frown one's brows in an expression indicating disapproval, displeasure, or concentration.



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

Hackney

George Speaks

Dick King-Smith

Laura's baby brother George was four weeks old when it happened. (1A)

Laura, who was seven, had very much wanted a brother or sister for a long time. It would be so nice to have someone to play with, she thought. But when George was born, she wasn't so sure. (1F)

Everybody – her mother and father, the grandparents, uncles, aunts, friends – made such a fuss of him. And all of them said how beautiful he was. Laura didn't think he was. How could anyone with a round red face and a squashy nose and little tiny eyes all sunken in fat be called beautiful? She looked at him as he lay asleep in his carry-cot. (1F)

Stems

- 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...

Key Questions:
Look at the first part.
What do you think happened?
because

Hackney

Introduction – knowledge and skills

Vocabulary

Sharing Text: Think aloud and partner practice

What are we reading?

Continue reading from page 191 to top of page 198 to "It was no surprise to her that he winked."
Stop when you read the top paragraph on page 198: to "It was no surprise to her that he winked."

As you are reading think about how Laura is feeling and also why George and Laura keep the discovery secret!
Use your inference stems to help you.

INDEPENDENT	TARGET GROUP FOR TA	TARGET PAIR 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

Hackney

What did we read about today?

Our inference plenary task

What does 'Laura gasped. A shiver ran up her spine and her toes tingled.' tell you about how Laura was feeling?

CHALLENGE: On page 196 What does the expression 'Talking's a piece of cake' mean?

How did we do with our learning behaviours? ★★★★★

LB: Support and Actively listen

What do you think?
Tell me more ...

A B C

Stems

- 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...
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- I think the character's viewpoint is...

because

Hackney

Organisation/Thinking question for independent reading

Plenary including recap

Working for every child

Example DR lesson on inference

Day 1 of core text day:

- 10/11 year old
- Starting a new book
- Mixed partner reading

Hook into a book!

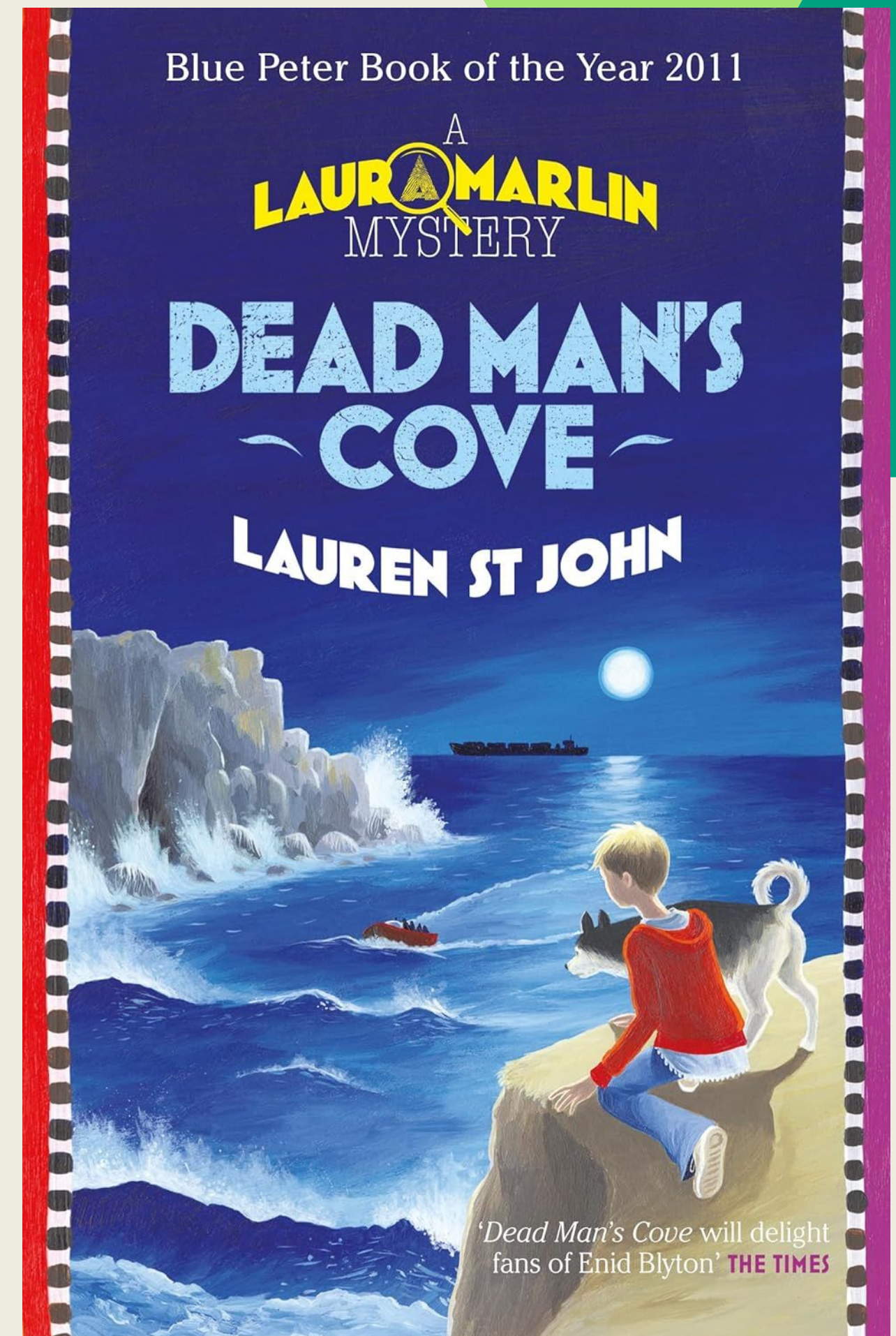
What we might do to build excitement and engagement?

- Play [smuggler's treasure](#)
- Dress up as a smuggler
- Learn about Deadman's cove in Cornwall
- Read about smugglers and pirates
- Watch about Cornwall's smugglers [here](#)

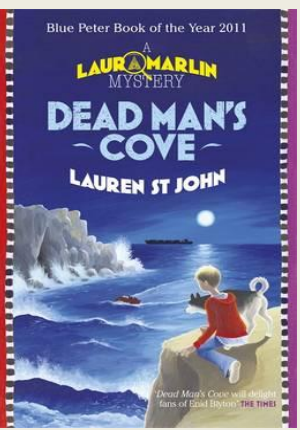
Text Extract for reading is from [lovereadingsforkids.co.uk](http://www.lovereadingsforkids.co.uk)

<http://www.lovereadingsforkids.co.uk/book/6232/Dead-Man-s-Cove-A-Laura-Marlin-Mystery-by-Lauren-St-John.html>

DESTINY Reader **Hackney**



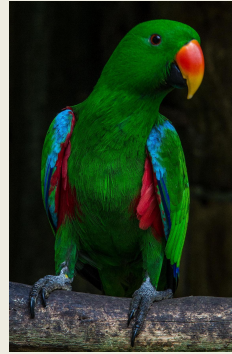
Working for every child



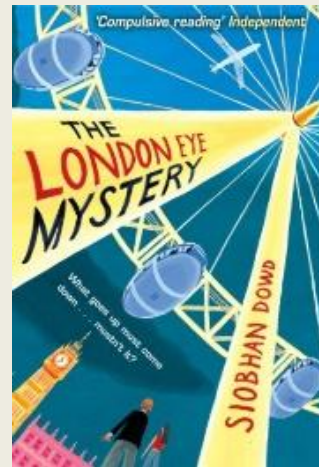
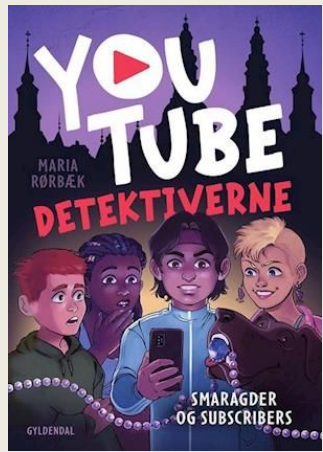
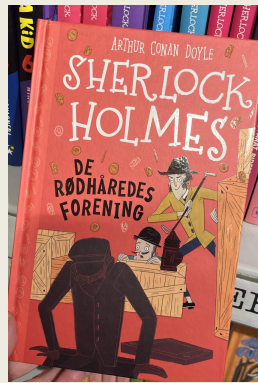
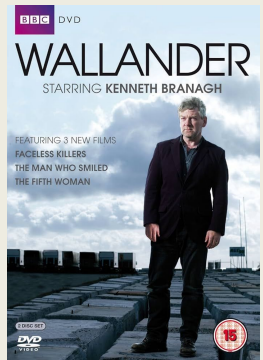
Author: Lauren St John



Which fact is FALSE?



Genre of the Story: Adventure and Mystery



Our reading strategy is **Inference**

What is inference? What do we use?

Use **clues** and **prior knowledge** to find out what the author **doesn't** tell us.

character



setting



mood



How can we be good at inferring?

I think that Matilda was an unusual child because it says *“By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house.”*
Normally 3 year olds would not be able to read.

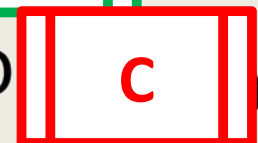
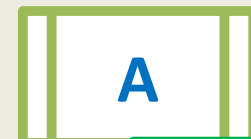
- Using evidence from the text – because
- Using detail from the text - “Quoting”

Discuss and explain

I agree because...

I'd like to build on that

I challenge that because



Working for **C** child



Let's think about vocabulary

possessions



military
neatness



ordered



things that belong or are owned by us e.g. clothes, toys, books

military - a characteristic of a soldier or being in the army so *military neatness* is really neat and organized - no mess at all!

1) arrange something in a particular way e.g in height order etc **OR**

2) gave a command or instruction

Other vocabulary:

cove



tarmac



hound



Working for every child

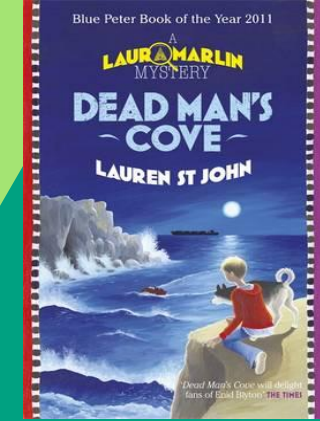
Dead Man's Cove

They came for her at 6.47am. (TA)

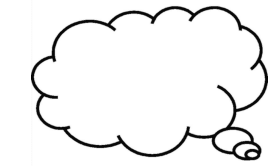
Laura made a note of the time because she's been waiting for this moment for eleven years, one month and five days and she wanted always to remember it – the hour her life began.(TP)

It was still dark but she was already awake. Already packed.

The sum total of her possessions had been laid out in her suitcase with a military neatness – two of everything except underwear and books, of which there were seven apiece. One pair of knickers for each day of the week, as ordered by matron, but not enough novels by half. (TP)



Inference Stems



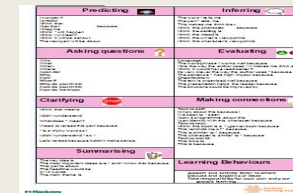
- The word * tells me...
- The part * tells me...
- This makes me think that...
- I think this character...
- I think the setting is...
- I think the mood is...
- I think the writer's viewpoint is...
- I think the character's viewpoint is...

because

Independent section - in pairs

Continue to read the first chapter in your reading partners.
Use your inference stems to help you.

As you are reading, think about Laura: what impressions do you get of her?



Inference Stems



- 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...

because

Reading Buddies – (mixed pairs)		
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What happens in the middle part of the lesson?

- Maximise independent reading time to build stamina - writing only in plenary
- Bookmarks on tables
- Children consider thinking question ready to discuss in the plenary.



TEACHER ROLE

DESTINATION
Reader

 **Hackney**

Teachers listen to children read to:

- Assess understanding and support progress in all aspects of reading
- Encourage children to discuss progress in their targets/focus areas

Plenary: Activities to check children's understanding - examples

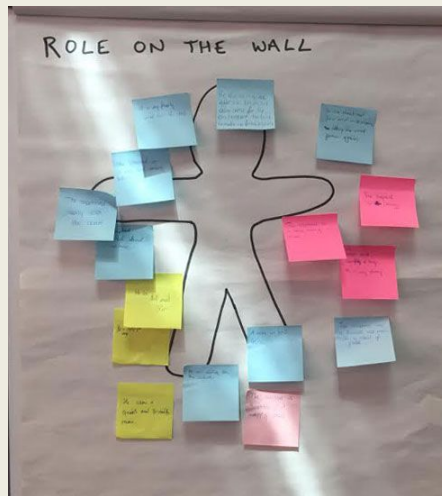


What happened in the part we read? What would the chapter heading be? Talk to your partner! (TTYP)

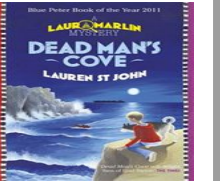
Oral discussion

OR written in reading album...

What impressions did we get of Laura's character?



Look at the paragraph 'Beyond the hedge...' Find and copy the words that suggest that Laura's life is always boring.

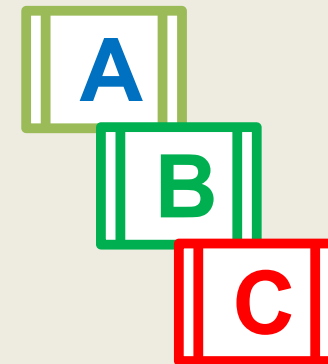


CHALLENGE: What impression do you get of Laura so far?

Review learning behaviour

Discuss and explain

I agree because...
I'd like to build on that
I challenge that because



How did we do?



Working for every child

Plenaries - bringing the text back together and sharing

Recap text to check understanding

Summarise / What have we learnt /
Quick recall /Locate

Fiction:

Plotting a journey

Headlines for chapters/characters actions/ events

Three most important things you should know
about ...

Find where ...

Non-fiction:

Three facts to share (present)

Quick quiz

Find where you learnt about ...

Responding to the text to deepen understanding

Visualise

Freeze frame

1 minute draw - a feature of a character, a character's emotion, a part
of the setting

Describe the scene/ setting in limited words

In your shoes

Questions

Hot seating - asking character questions

Questions you still have about the text / chapter / character etc.

Respond

Conscience alley

Re-reading - to understand text or to read how the writer intends e.g.
with emotion

Find your part that made you feel... surprised, happy etc.

Emotions graph

Adjectives to describe characters

Role on the wall - add to a character

Links

Family tree

Themes in a chapter



Destination Reader:

Building readers who are engaged, enthused and comprehend high quality texts

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

The logo for Partner Reading features a dark grey background with a pattern of light grey hexagons. The text "Partner Reading" is written in a white, sans-serif font in the lower-left corner of the hexagonal pattern.

Partner Reading



Working for every child

Tak!

spørgsmål ?



Rosie Condon

rosie.condon@hackney.gov.uk

[Destination Reader \(per school\) | Hackney Services for Schools](#)



Working for every child