

## Destination Reader @ Copperfield Academy

Earlier this year, we identified that we needed:

- a consistent, structured approach to daily reading sessions at KS2
- to improve teacher's understanding of reading pedagogy at KS2
- more Copperfield children reading for pleasure and purpose through an engaging and interactive approach
- to develop children's deeper understanding of texts

Developed in Hackney, **Destination Reader** is aimed specifically at improving the teaching of reading at KS2.

It is not a reading scheme and is therefore flexible to work with any texts we, and your children, choose.

Feedback from over 200 schools currently using **Destination Reader** has shown dramatic improvement in the quality of reading lessons at KS2. Children read with greater understanding, independence and, above all, enjoy reading more.

**Destination Reader** is an approach to teaching reading in KS2.

It involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading.

Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems.

The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum.

It also builds a culture of reading for pleasure and purpose.

Destination Reader is based on a 'train-the-trainer' model whereby our lead teachers were trained before going on to roll-out the approach to our teachers here, at CA.

### Its impact so far, for us at Copperfield

- improves teachers' understanding of teaching reading at KS2
- provides a clear, consistent structure for daily reading lessons
- develops children's deeper understanding of age-appropriate texts
- enables children to become successful readers and comprehenders through the explicit teaching of key strategies
- supports teacher's formative assessment of reading
- ensures engagement through an interactive approach, fostering reading for pleasure and purpose
- provides a structured approach to key learning behaviours which allow children to be fully independent learners

## Evaluating

*Language*

The *phrase/word* works well...

I like the way the author uses ... it makes me think of ...

This sentence has high impact...

## Evaluating

*Organisation*

The way ..... is presented helps the reader...

The text is organised well because...

The structure could be improved by...

## Clarifying

I didn't understand ... so I ...

... is a tricky word so I ...

I need to reread ... because ...

I think that means ... because...

## Inferring

I think this character is ...

The word tells me ...

That part tells me ...

This makes me think that ...

## Summarising

The most important ideas are ...

The book was about ...

This chapter was about ...

This part was about ...

## Predicting

I predict that ...

I wonder if ...

I bet ...

I think ... will happen ...

## Questioning

Who ...? What ...? When ...?

Where ...? Why ...?

I wonder if ...

Why do you think that ...

## Making connections



I know about this because I ...

I've been to / seen ...

I saw a programme about ...



This reminds me of ...

This is similar to ...

I think this is a ... book ...



This links to ...

This makes me think of ...