



## Destination Reader statement; Intent, Implementation and Impact statement

### Intent: What we want our pupils to learn?

Embedding excellence at Barham ensures that reading is at the heart of our curriculum. Barham's reading curriculum intends to inspire our children's imagination and love of books, creating the readers, actors, poets and, of course, authors of the future!

Our aim is to support children in developing their reading by exposing them to as many different reading genres as possible, while fostering excitement and love for reading through texts which reflect our global goals and underpin our whole school curriculum vision.

#### Why is reading so important?

All pupils must be encouraged to read widely across both fiction and non-fiction to:

- \* develop their knowledge of themselves and the world in which they live,
- \* feed their imagination and curiosity,
- \* gain knowledge across the curriculum,
- \* learn new vocabulary,
- \* establish an appreciation and love of different texts,
- \* escape to other worlds.

To support children develop their reading skills in a smooth transition from **Lesley Clarke's Letters and Sounds programme** and **Barham's Reading Pathways** we follow **Destination Reader** across KS2. It begins in Year 3 and children follow it all the way up to Year 6. Often, some children in Year 2 complete Barham Reading Pathways provision during the Spring term and move onto Destination Reader early.

**Destination Reader** is an approach that has been in place since 2017 as our 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. **Destination Reader** can be applied to all texts and is designed to create a culture of reading for pleasure and purpose.

The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum by creating deep understanding of texts, developing oracy around reading and increasing breadth of reading.

#### Destination Reader focuses on these key principles which we embed within the school:

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



Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued, and children are given ample opportunities to discuss books with their partners.

## Implementation: How we plan and teach Reading?

Destination Reader is a pedagogical based approach to teaching reading for KS2, where daily, structured reading sessions are taught and supported through partner work and independent reading to teach children to read with greater understanding, enjoyment, purpose and fluency.

Destination Reader enables our teachers to explicitly teach the same fundamental reading strategies ensuring consistency across and within year groups. It provides a consistent framework for the teaching of reading in KS2, and the sentence stems have equipped the children to talk about their reading independently. We have also seen children naturally using these stems in other areas of the curriculum whereby the skills are transferable, and children are able to make those links and connections.

To encourage respectful communication, children are taught to use sentence starters to support them in actively listening and participating and discussing and explaining their ideas. Here is an example of the stems that we use within lesson and children could also be encouraged to use them at home.

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... What do you think? That's a good way to think about it.	
	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	

While children read their book with their partner they are encouraged to stop and have discussions in a respectful way as mentioned above, and also through addressing a variety of these skills, some of which will be being specifically teacher taught using sentence stems in the same way.

The program covers seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts.

These are:

- \* **Predicting**
- \* **Making connections**
- \* **Asking questions**
- \* **Evaluating**
- \* **Inferring**
- \* **Summarising**
- \* **Clarifying**

The structured nature of the reading sessions implements solid reading routines into the school day, providing a consistent, systematic approach. This allows the children to be fully independent learners, deepening their comprehension of the texts through the systematic use of a series of strategies and learning stems.

This approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum, but more than that – it helps to foster a love of reading in our children that can last for a lifetime. The daily reading also enables the children to practice reading aloud building upon their own reading fluency and discussing new vocabulary.

Furthermore, because **Destination Reader** is not a scheme, it is flexible to work with any texts the school chooses. At Barham texts have been chosen to embed the global goals ensuring children are exposed to texts which reflect their self-awareness, increase empathy and help them to cooperate with others and enable critical thinking.

The children have a **Destination Reader** session every day and it lasts for about 45 minutes.

During reading sessions, children are taught skills to help them develop a deeper understanding of what is being read. Where necessary, they are encouraged to apply the skills taught in phonics to decode unfamiliar words and to reread texts or parts of texts for fluency and to ask questions to clarify anything that they do not understand.

Children take part in class and group discussion which is often teacher led with a range of strategies used to engage all of the children to aid the flow of discussion. Key skills include: clarifying, predicting, asking questions, inference, making connections, evaluating and summarising. As the children gain confidence in these strategies, we work towards combining the stems as the children move through the upper part of the key stage 2. This provides children with the opportunity to select the strategy that suits their purpose for deepening their understanding of the chosen text.

The children are provided with targeted questions about the text that they are exploring on a daily basis which encourages them to practise and apply both their word reading and comprehension skills using the focus reading stem of the week in the form of 'Selfies'.

Through exploring an unseen piece of text at the end of each week in the form of a 'Big Picture' and being provided with comprehension questions to answer based on this selected piece of text, the children are encouraged to develop their reading, listening and comprehension skills. This further develops their ability to read and comprehend more complex texts as they progress throughout the school, ultimately preparing them for the statutory assessment tests at the end of KS2.

### **Spoken Language and Vocabulary:**

The English National Curriculum promotes the importance of children being taught to speak clearly and being able to confidently convey their ideas using Standard English. It also highlights the importance of actively developing vocabulary, 'building systematically on pupils' current knowledge' (The National Curriculum 2014) therefore, children will be taught to acquire and develop their command of vocabulary in order for them to learn and progress across the whole curriculum (cognitively, socially and linguistically).

They must be provided with clear and regular models of how to make their thinking clear to themselves as well as others therefore, our teachers ensure that pupils build secure foundations by using discussion to probe and remedy any difficulties that children face when trying to decode or comprehend texts. When providing oral answers, teachers have high expectations that children answer in full sentences; children are supported with this through the provision and teacher modelling of **Destination Reader** sentence starters.

### **Assessment and Recording:**

Formative assessment is carried out daily and teachers assess children's progress regularly, adapting their teaching to meet the needs of individual children. Encouraging children to review prior learning such as key vocabulary, what has previously happened in the text and applying previously taught **Destination Reader** strategies, allows teachers to identify which children are able to listen to and read the texts shared and who has been able to fully understand the ideas that have been expressed in them.

Selfies and Big Pictures are marked throughout each week to assess the children's knowledge and understanding of what they have read.

Teachers track progress using the children's individual reading target sheets, and input data into the phonics and reading data grid at the end of each half term. This is used to inform which colour book bands children take home each week, in addition to their reading for pleasure text. Data for reading is also submitted for pupils at the end of each term and the children's progress is discussed and reviewed regularly with SLT as well as during pupil progress meetings and transition meetings.

Previous KS1 SATs papers are used in Year 2 and Testbase tests are used in the autumn, spring and summer terms for Years 3 to Year 5. Testbase assessments are not used for Year 6 as they complete their SATs and Year 1 use mini assessments of the children's Band 1 targets. Teacher observations in the EYFS show a range of activities which cover developing the children's speaking and listening skills and their ability to become attuned to sounds in their environment.

Regular pupil progress Every Child Matters (ECM) meetings with SLT allows children to be closely monitored and any child identified as a concern or as making slower progress can be discussed, with interventions put in place and then reviewed. Teachers carefully track their pupil premium and SEND children to ensure that appropriate provision is provided. All SEND children either have an Educational Health Care/Support plan or will be included on year group provision maps with personalised targeted provision identified and monitored to ensure required impact is achieved.

### **SEND:**

Some children will require extra support, either during or after lessons, to enable them to master key elements of reading such as decoding or poor comprehension. This should be carried out immediately to allow the children to access the next lesson to "keep up", rather than "catch up". Teachers provide those children with SEND with the skills and knowledge they need by direct instruction, progressing systematically with a carefully structured approach.

### **Monitoring:**

Monitoring takes place regularly through conducting pupil and staff voice, teacher planning, book scrutiny, learning walks and lesson observations. Strengths and areas of development are identified through this process and support is provided by the Reading Strategic Lead, Specialist Lead Expert (SLE) in Reading and Phonics Lead where necessary.

### **Reading for pleasure:**

At Barham, reading for pleasure is promoted through the exciting and engaging reading corners set up by classes and their teachers in the classrooms.

In addition to class reading slots, classes have scheduled reading for pleasure sessions in our fully resourced school library and children are invited to visit the library during lunchtimes to borrow books, read and participate in group reading activities.

Our dedicated Reading Ambassadors regularly promote reading at our school, taking part in competitions such as our 'Autumn Reading Corner Competition', supporting with lunchtime library sessions and sharing 'recommended reads' with their peers, teachers and adults around them.

Class stories are read on a daily basis which is not only essential for children to have effective models of good quality texts being read with expression and intonation but also for the love of reading to be promoted and adopted by the children.

## **Impact: What we achieve by delivering Reading in this way and how we know?**

### **Lowest 20% of Readers:**

Destination Reader is supplemented with daily phonic lessons, targeted comprehension lessons and targeted Destination Reader sessions using colour Banded books for those not yet fluent enough in reading to access the full programme, who have been identified and assessed as being in the lowest

20% of readers or just above this. They benefit from targeted, small group interventions where they receive opportunities to consolidate key skills such as knowledge of grapheme-phoneme-correspondence, decoding and blending to read and revisiting tricky words. This is carried out in engaging and practical ways using Lesley Clarke's Phase 10 and Phase 20 resources as part of our 'catch up' provision. The impact of this is that children are able to rapidly close gaps in their learning and re-join main reading groups or begin to access Destination Reader using texts which are pitched at their reading level.

The impact of our reading curriculum enables children at Barham Primary School to learn skills which are crucial to them becoming fluent, competent and confident readers as they successfully master good word recognition and language comprehension skills as referred to in Gough and Tunmer's Simple View of Reading model 1986. Our Phonics and Reading Curriculum ensures that we use a systematic approach to teaching phonics to teach children how to read whilst simultaneously developing fluency, language acquisition and comprehension. This is achieved through constantly discussing the words, phrases and texts that pupils read and hear.

The transition between KS1 and KS2 focuses on strengthening the children's listening and comprehension skills in reading in order for them to be able to read and answer questions about increasingly complex texts when working both collaboratively and independently.

As a result, the curriculum is opened up to our children through exposing them to vocabulary from different genres including play scripts, poems and non-fiction texts, which contain Tier 2 and Tier 3 words that they can make links to and use in subjects such as Science and Geography.

Moreover, the enthusiasm and motivation for reading promoted at Barham through the teaching of Phonics, Barham Reading Pathways, Destination Reader and whole class stories, encourages children to become more avid readers and learners, who seek more information about the world around them, thus, increasing their cultural capital.