







THE STONEBRIDGE SCHOOL
Learning for life

Interim Executive Head : Ms Karen Giles
Head of School: Ms Michelle Anderson

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Friday 30th September 2022

RE: Destination Reader

Dear Parents & Carers,

To support children in developing their reading skills through a smooth transition from Bug Club Phonics in Early Reading and Daily Supported Reading in KS1 we have now introduced Destination Reader across KS2. It begins in Year 3 and children follow it all the way up to Year 6.

Destination Reader is a structured approach to the explicit teaching of reading. The reading strategies used support comprehension and promote a rich reading culture using high quality texts central to the curriculum.

In lessons, children are encouraged to learn with independence based on learning behaviours and partner work. The lesson comprises of the direct teaching of reading, high levels of talk and uses the domains of reading to enable a deeper understanding of texts. Children delve deeply into the chosen text to instil a love of reading for pleasure.

To support us develop this new reading programme we are sharing with you some prompts that will help you further support your child's reading ability at home.

In addition to this we will be running parent workshops over the term to support you further.

Please speak to your child's class teacher if you have any further questions about Destination Reader.

Kind Regards,

Karen Giles
Executive Headteacher







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Sentence Stems for DR

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| Predicting  | Inferring  |
|---|---|
| I wonder if I predict I think that I bet that I imagine I think * will happen I think I will learn I think it will be set out The next part will be about <p style="text-align: center;">because</p> | 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 this character's viewpoint is <p style="text-align: center;">because</p> |
| Asking questions  | Evaluating  |
| Who What When Where I wonder Why How What if Why do you think How do you think How do we know | Language The word/phrase * works well because I like the way the author uses * it makes me think about I think it would have read better if It's very clever the way the author uses * because The sentence * has high impact because Organisation The text is organised well because The presentation helps the reader because The structure could be improved by |
| Clarifying  | Making connections  |
| I think that means I didn't understand What does * mean? I need to reread this part because * is a tricky word so I I didn't understand * so I Let's reread because it didn't make sense. | Text to self: I know about this because I I've been to / seen I saw a programme about this I can identify with this character because Text to text: I think this book is a * (<i>genre</i>) book because This reminds me of * because This is similar to * because This character is similar to * because Text to world: This links to This is because |
| Summarising  | Learning Behaviours |
| The key idea is The most important ideas are * and I know that because This part is about The headline would be In 10 words The main theme is | Support and actively listen to others Discuss and explain our ideas Take responsibility for your own and your group's learning. |



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Learning Behaviours

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| 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... Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think? | |
| | Active listening | Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more... | |
| Discuss and explain our ideas | | | 1 2 3 4 |
| Referring back to text and giving extended answers (Point – Evidence – Explain) | I think this means that ... because it says... This part suggests that because ... My view is that ... because in the book Two main reasons explain why I think that ... Earlier we learnt that ... therefore ... On the one hand you could say ... but on the other is similar to because In my opinion because This character is because The main idea is that In summary / I conclude that ... because ... | | |
| Building on other's answers | Agreeing | I agree with ... because ... Similarly ... I'd like to build on / add to that point Adding to that point ... | |
| | Disagreeing / challenging and offering alternative | In contrast ... Alternatively It could be but..... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point? | |
| | New idea | Have we considered? Another point I wish to make is ... On reflection I no longer think that | |
| Take responsibility for our own/group's learning | | | 1 2 3 4 |
| Ensure you took part, made sure everyone understood task and participated | Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because wee.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because Our target next time should be to ... | | |