Supporting Reading
St Josephs RC Primary School

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Following assessment after lockdown the class teacher acknowledged that a group of children were struggling to read their tricky words (from Jolly Phonics Programme).

Project Aim: By December 2020, 75% of the identified children in P2 (3 out of 4) will be able to increase the number of tricky words they can read from 3 to 15.

Method

We used a variety of tools to identify what the key issues were around reading. We used a fishbone analysis to help us narrow down the root causes of the children struggling to read the first 15 tricky words. A lot of these issues stemmed from them missing a full term of reading because of lockdown and also due to lack of engagement throughout lockdown.
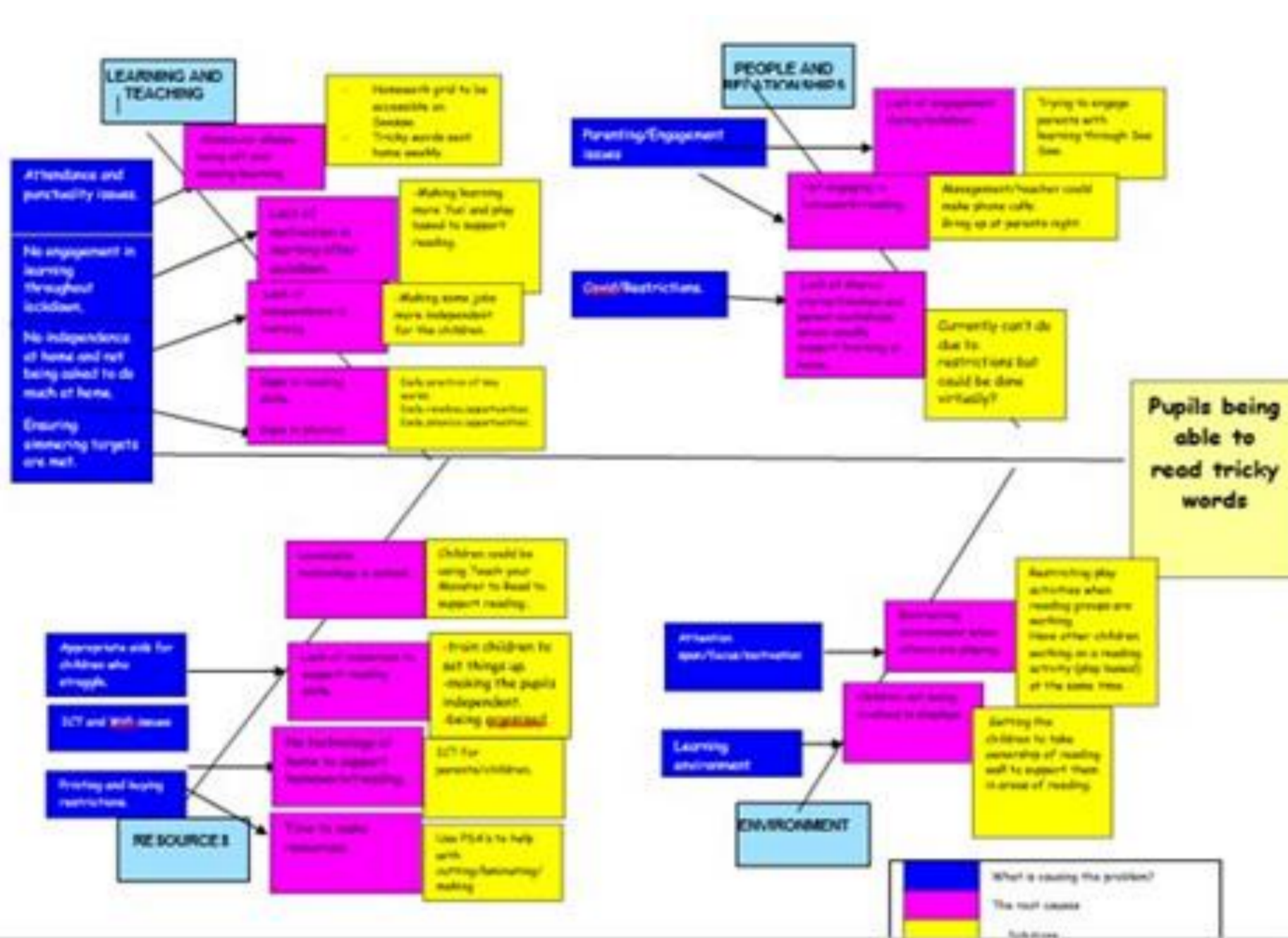
> We recognised the importance of parental engagement. The class teacher informed parents of the project intentions.

> The driver diagram helped us to identify which change ideas to test first. The main issue was the lack of engagement with the identified children
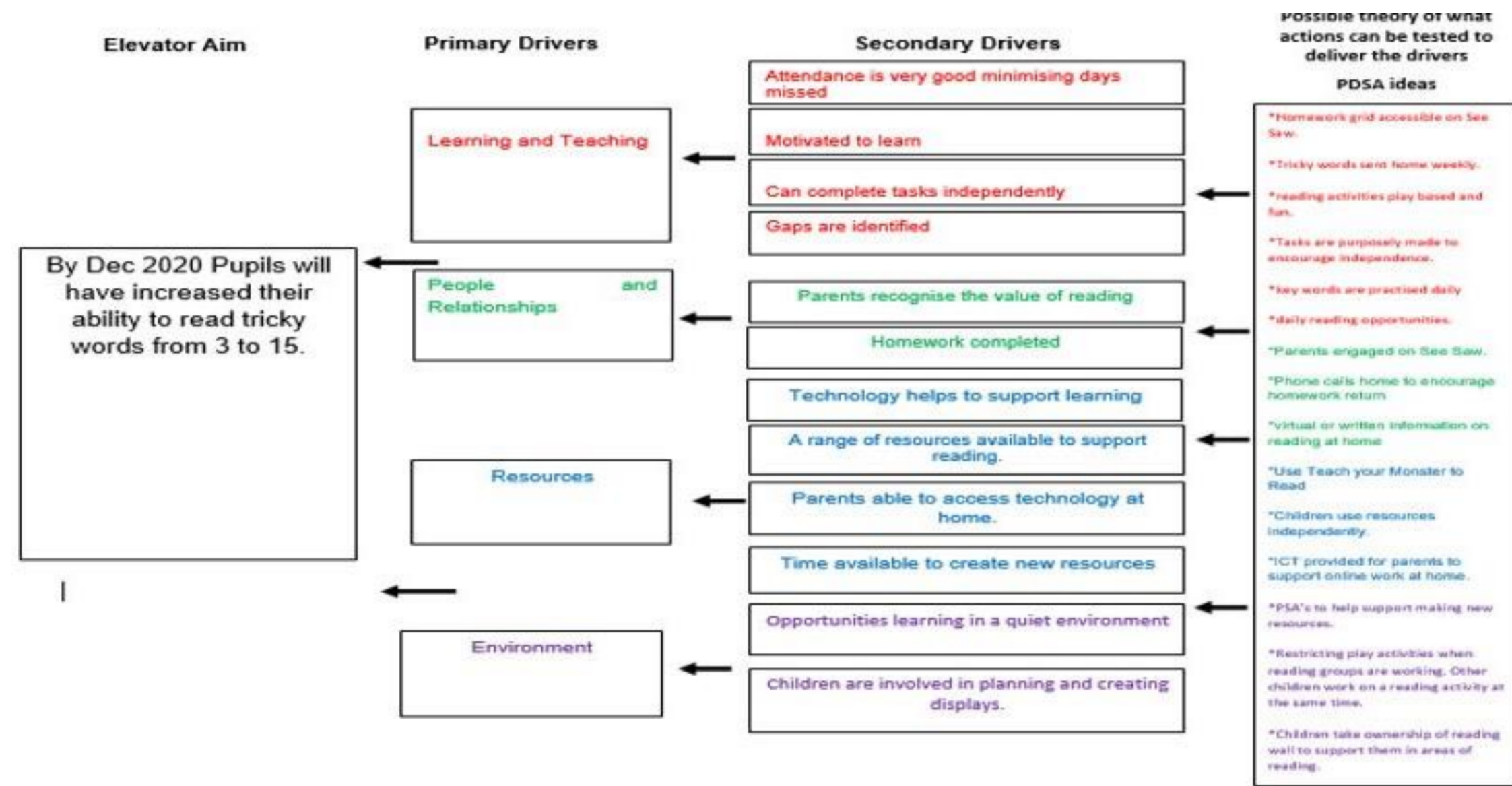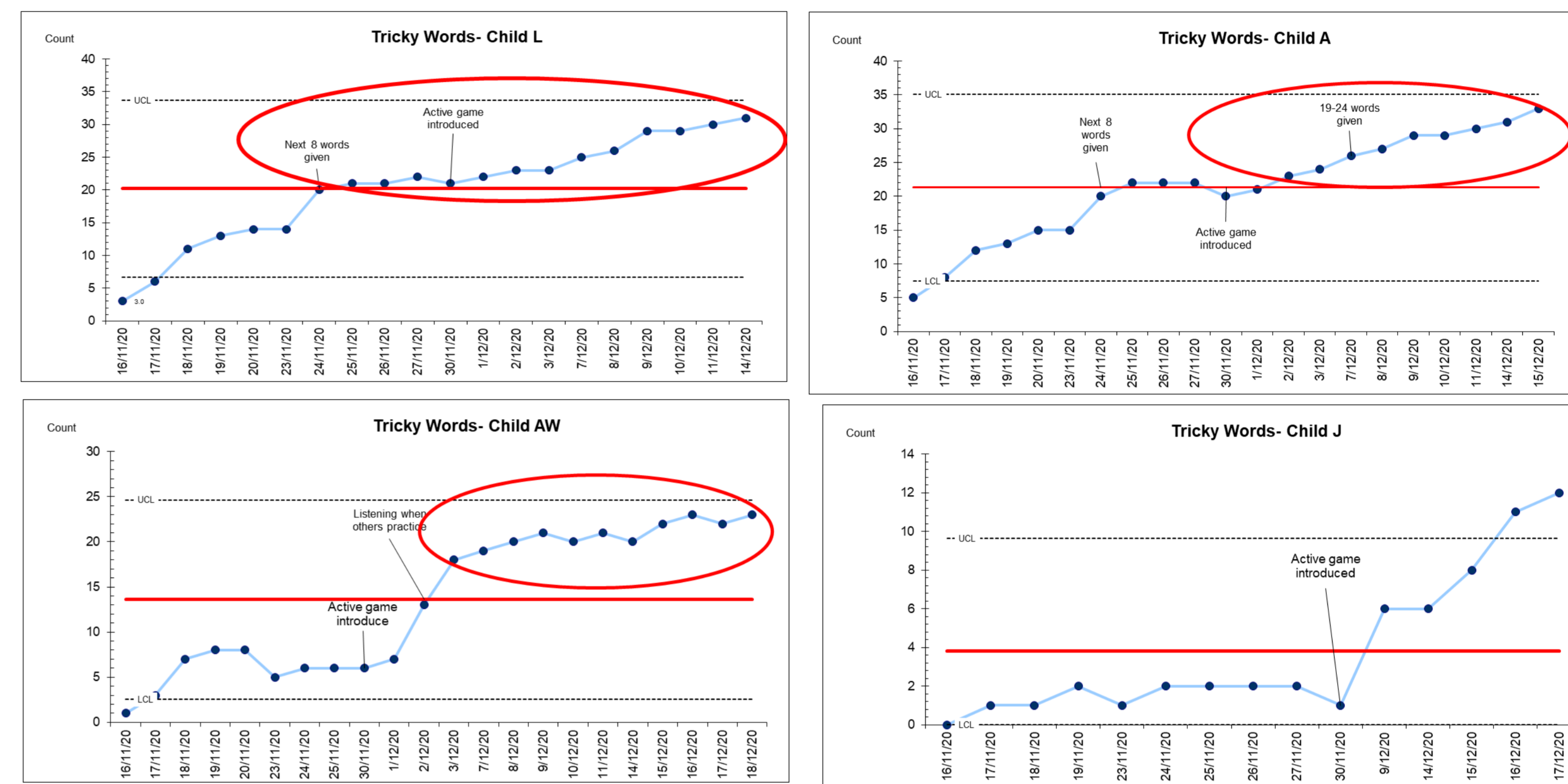

> We created a tool to gather the baseline data which identified how many words the children knew out of the first 15 tricky words. We then used the same sheet to gather the scores for 2 weeks.

Process Change

- Introduction of daily flashcards for first 15 tricky words.
- Active game (play balls) for the children to pick and read aloud to adult.

> "I really enjoyed being part of this project, the results were absolutely amazing. I loved watching the children's confidence grow and I was amazed to see them applying their knowledge of tricky words across all aspects of their literacy work I will definitely continue this project and also try it with other groups of children" – **Amy Holligan (Class Teacher)**

> "I liked going over my tricky words every day and seeing my score get better. I enjoyed playing the games to help me". – **Child L**

> "I really enjoyed supporting a colleague to use the QI tools as part of a reading project. It was great to see the children thrive and be excited about their learning. I am looking forward to supporting other QI projects". – **Kirsty Wilson (Coach)**

Results

Conclusions

- Flashcards worked for 2 out of the 4 children.
- Play balls helped a third child to master the tricky words.
- All 4 pupils demonstrated significant improvements in the number of tricky words they could read.
- Although Child J hasn't achieved their target we are confident that the flashcards and active games will support them to get there.

Achievements

- 75% of children met their target score by December 2020. With one child almost achieving.
- It was good to work in partnership with other colleagues in the school to plan and implement change.
- Refreshing my knowledge and revisiting data tools and doing these more independently.
- Reviewing and understanding data for future projects.

Key Learning Points

- Relying on others to gather data can pose issues and emphasises need for operational definitions to be explicit.
- Improvement methodology needs to be a vital part in our learning and teaching.
- Be realistic about what you want to achieve and ensure your data is clear so you can see what is making the difference.
- Daily gathering of data was very beneficial for the class teacher and was easy to record.
- No need to have big change ideas, simple works as long as there is consistency.

Next steps

- Continue to support Child J with his tricky words after the holidays.
- Share this journey with the rest of our colleagues in school.