

Improving Reading Outcomes for P6 Learners

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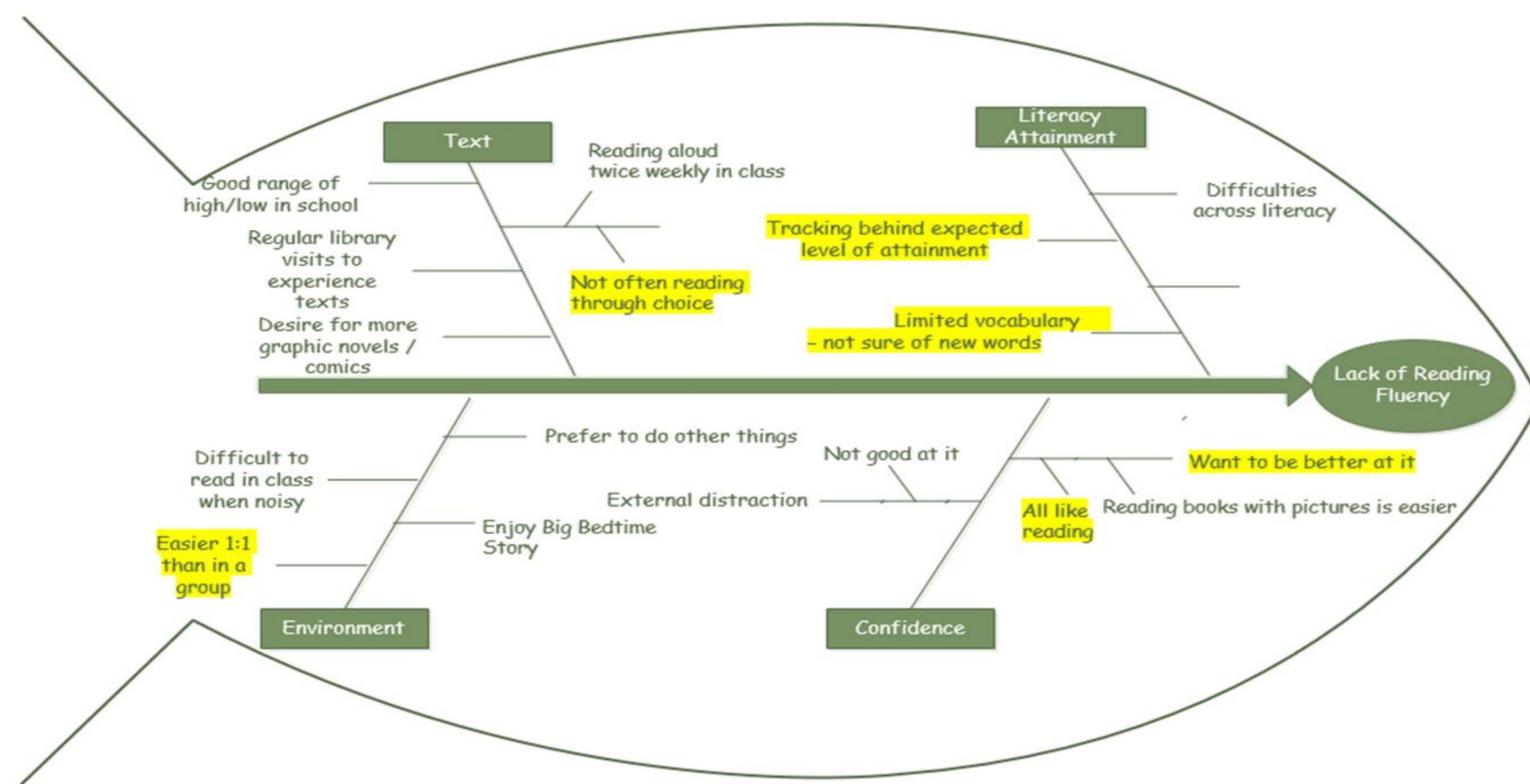
Stretch Aim: By May 2023 75% of P6 will be predicted as on track to achieve CfE second level reading by May 2024. (Baseline Feb 23: 50% currently on track)

Teaching Aims: By 1st April, targeted pupils will be achieving their reading SC (individualised for each pupil) for fluency.

Pupil	Aim	Baseline
L.	By 1st April 2023, L. will be able to read 2 pages of a novel with < 27 errors.	February 2023 – 36 errors per 2 pages.
E.M.	By 1st April 2023, E.M. will be able to read 2 pages of a novel with < 19 errors.	February 2023 – 25 errors per 2 pages.
S.P.	By 1st April 2023, S.P. will be able to read 2 pages of a novel with < 3 errors.	February 2023 – 5 errors per 2 pages.
S.	By 1st April 2023, S. will be able to read 2 pages of a novel with < 4 errors.	February 2023 – 6 errors per 2 pages.

Method/Implementation

- Reading improvement leadership team was identified and QI Improvement training was attended.
- Core group of P6 pupils were identified following a fishbone analysis of their attitudes towards reading.
- Reading miscue analysis identified a target area of reading fluency.
- YARC assessment identified gaps in phonetic understanding.
- Program of phonic intervention was planned and carried out three times weekly followed by independent reading aloud during which errors were tracked.
- Children regularly evaluated their reading and given free choice around texts used.
- Errors made were recorded and SC regularly reviewed to ensure that progress was being made.



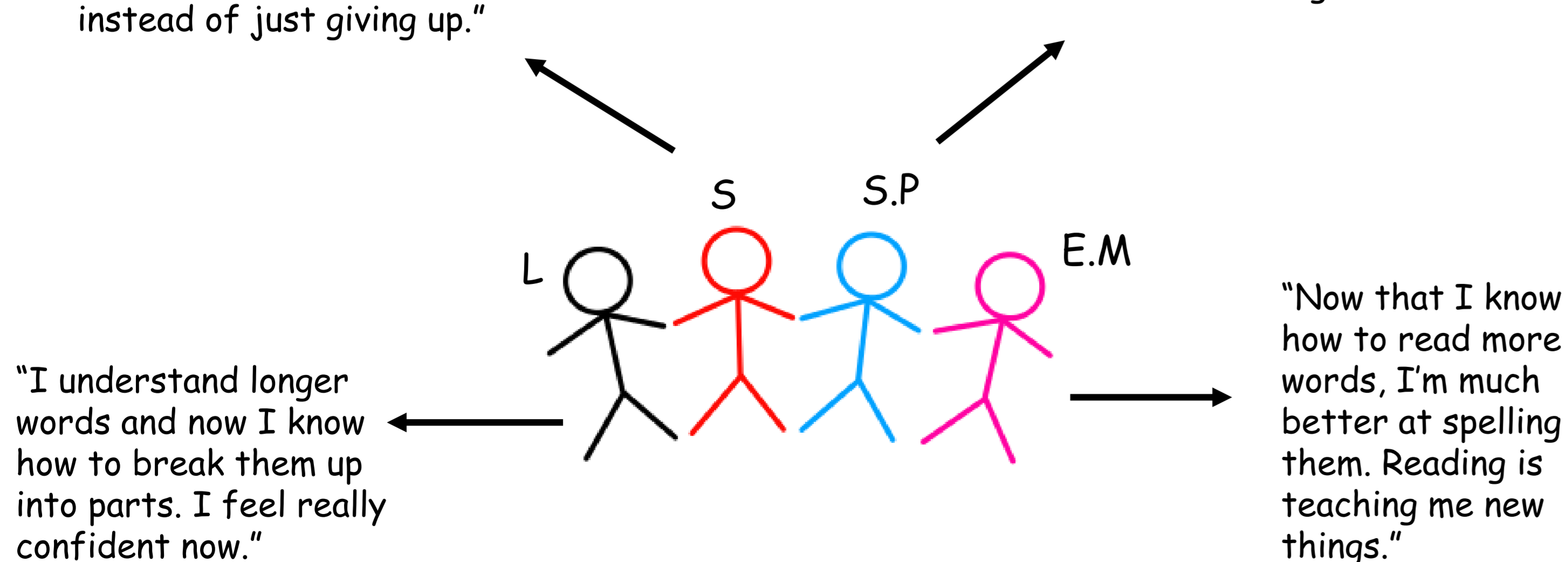
Process Change

- PDSA process was completed where the current approach was evaluated and areas for minor change were identified.
- Focus on one individual whose errors were consistently increasing towards the end of the text.
- To reduce fatigue and therefore the number of errors, it was decided to split her text in to two sessions with a ten minute break in between. This did then further reduce errors being made.

Conclusions

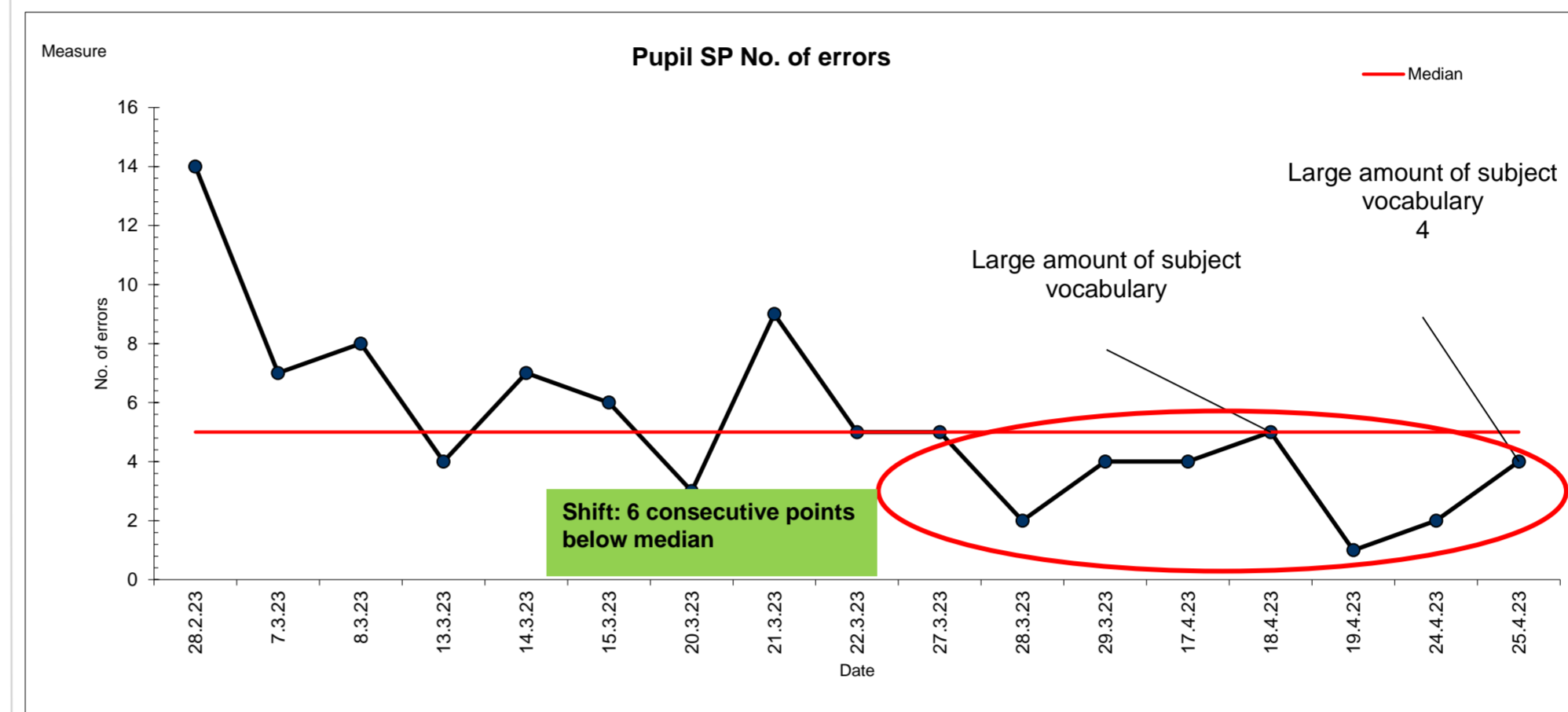
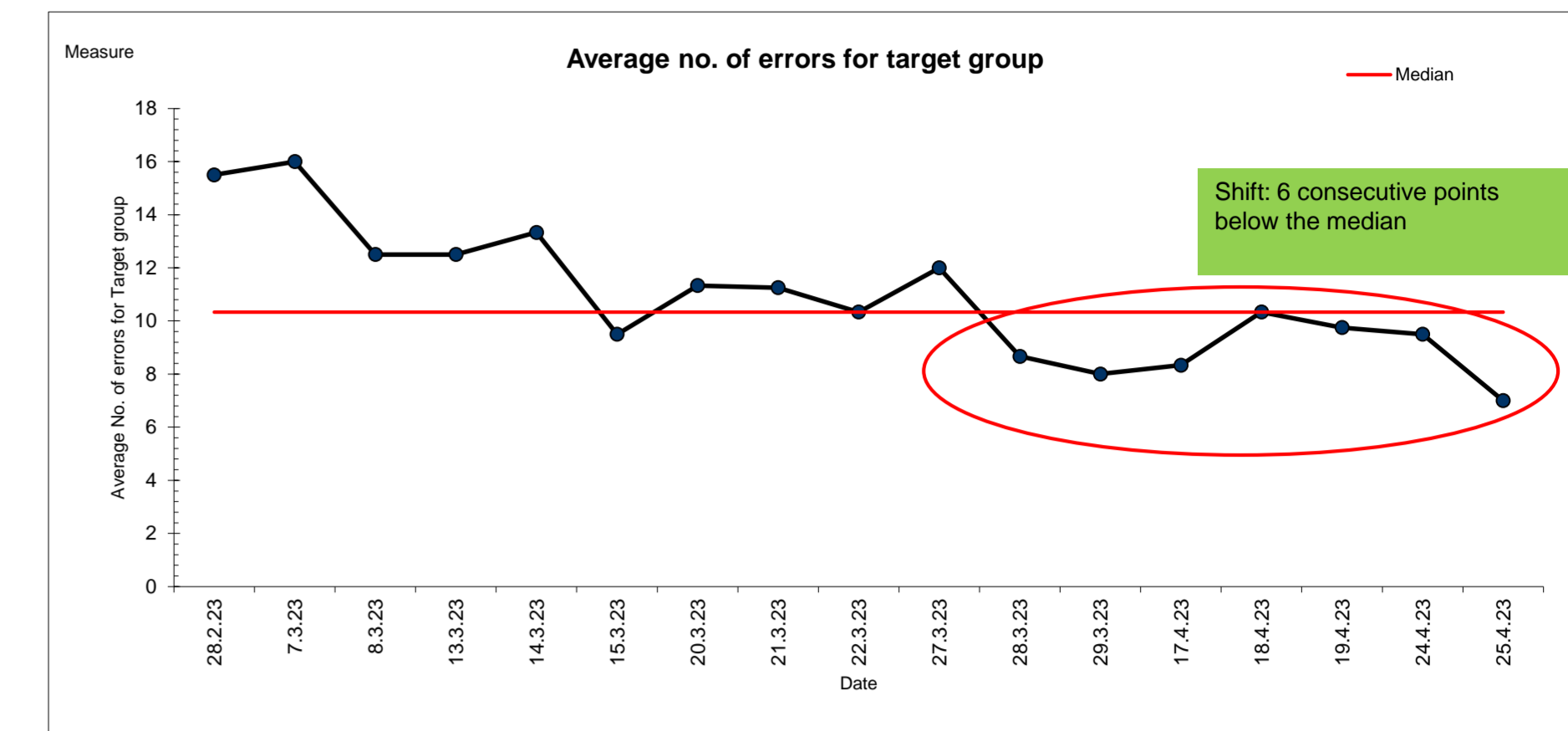
"It has helped me so much. I don't muddle up words that look the same any more. I try to read words that I don't know instead of just giving up."

"Now I don't look at a word anymore and think it's a different one. I can recognise more words. I'm faster at reading now."



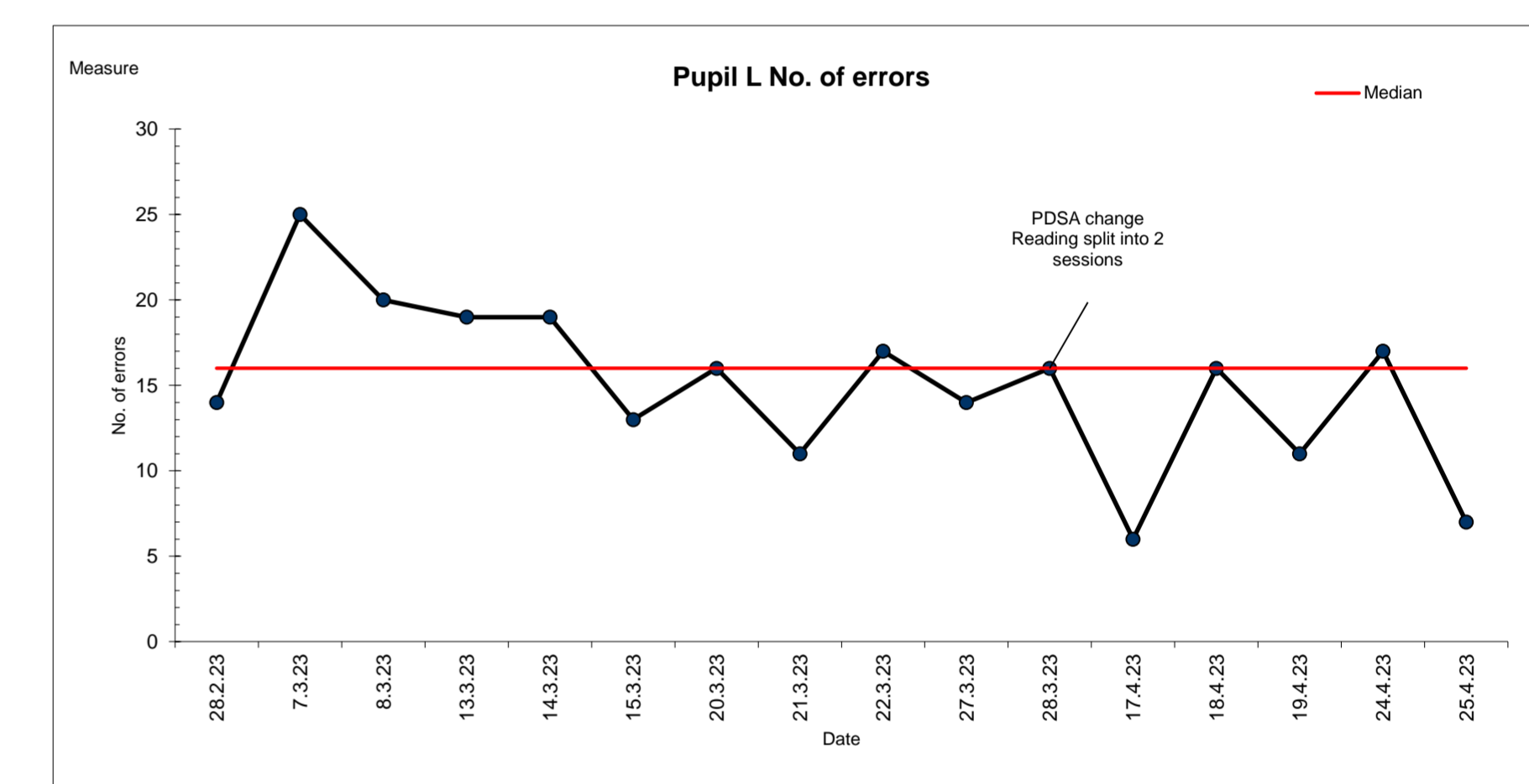
Results

The data shows a clear shift at the current time indicating that the intervention is having positive outcomes.



Pupil S.P has the clearest positive outcome currently with a clear shift. He chart also shows annotations indicating contributing factors to number of errors.

Pupil L was subject to a PDSA change intended to address suspected fatigue when reading. It can be seen from the annotation that this is having a positive outcome on number of reader errors.



Achievements

- 75% of children achieved their teaching aim.
- All children reported increased confidence and enjoyment when reading and actively looked forward to sessions.
- The pupil who did not achieve their teaching aim did consistently reduce number of errors made and is still expected to achieve in time.
- All pupils are reading with vastly improved fluency when accessing curriculum resources

Key Learning Points

- Protected time and consistency of staff were key contributing factors to the success of this project.
- Subject specific vocabulary in some texts caused a higher number of errors due to unfamiliar vocabulary or non-decodable words which may need to be accounted for in future projects.
- The pupil who did not achieve their teaching aim had a significant level of absence which was the only identified barrier to his success. (missed 41% of sessions)

Next steps

- The current group will continue with the project until the end of the planned teaching input. Next steps will be identified for the group.
- The P6 teacher has been shadowing the input for the past few sessions and will now be implementing the project with another group of P6 pupils who are currently not on track for reading.
- If the second stage of the project is also successful this will then be rolled out into other year groups where improving reading attainment is identified as being priority.