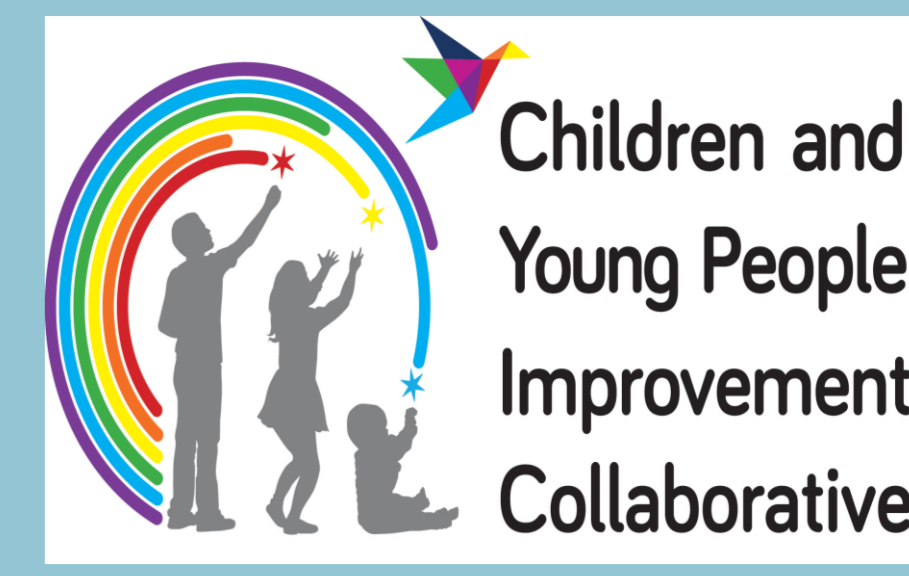


Improving Comprehension

Kirsty Wilson - P7 Class Teacher and QI Lead
Vanessa Anderson - Principal Teacher and QI Lead



A group of P7 learners were identified as they were not meeting the benchmarks for achieving 2nd level reading. Through assessments, baseline data and speaking to the children we were able to identify the main barrier they had in reading was answering a range of comprehension questions. We decided to target these gaps in learning.

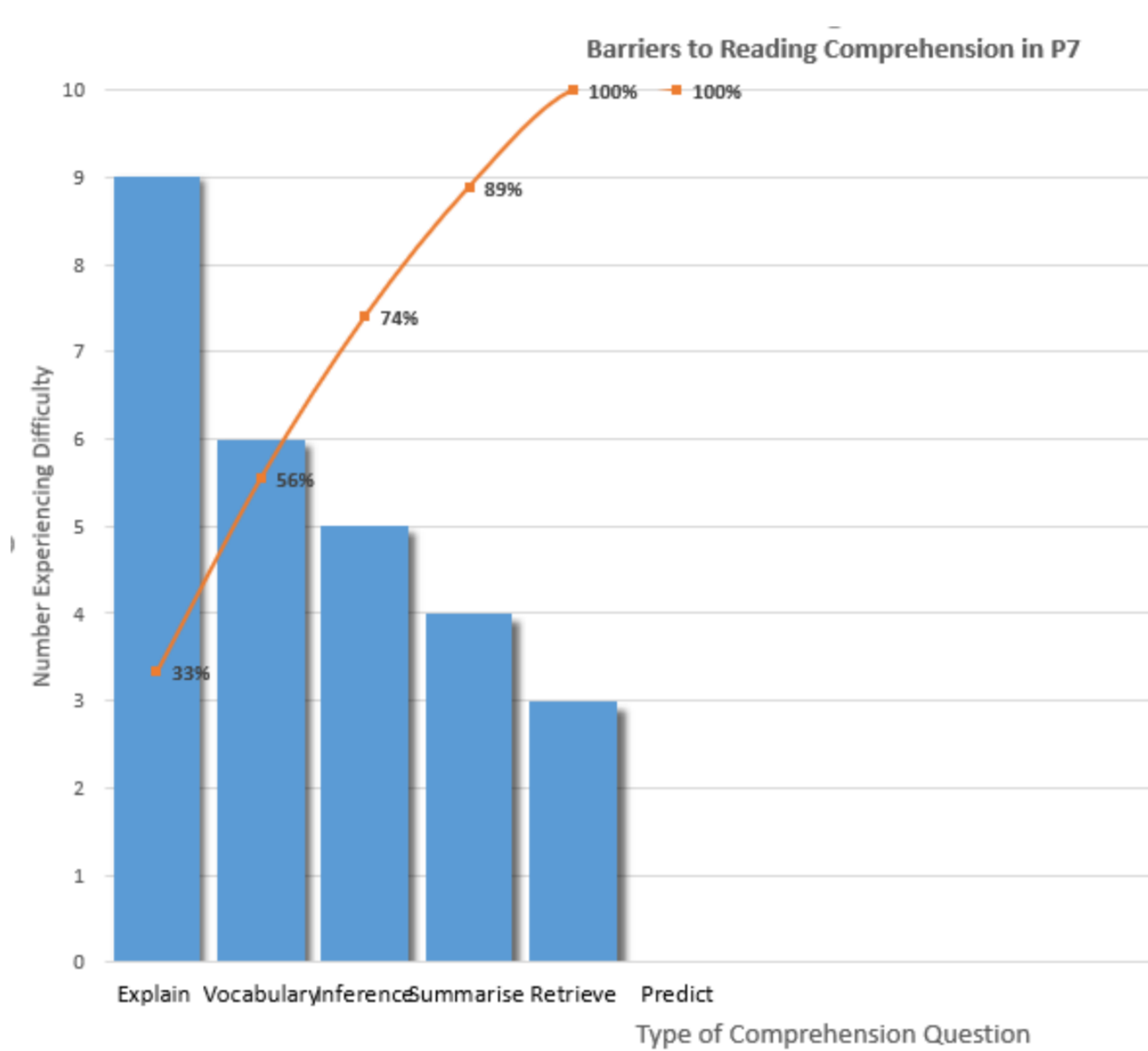
- Stretch Aim: To improve reading attainment in Primary 7 from 62% to 81% by May 2022.
- Aim 1: By November 83% of children in the target group (6) will be able to answer an 'explain'* comprehension question with appropriate detail, identify tier 2* words in a text, explain the meaning in context and why the word was chosen and to answer an 'inference'* comprehension question with appropriate detail. (baseline 0% in all 3)

Method

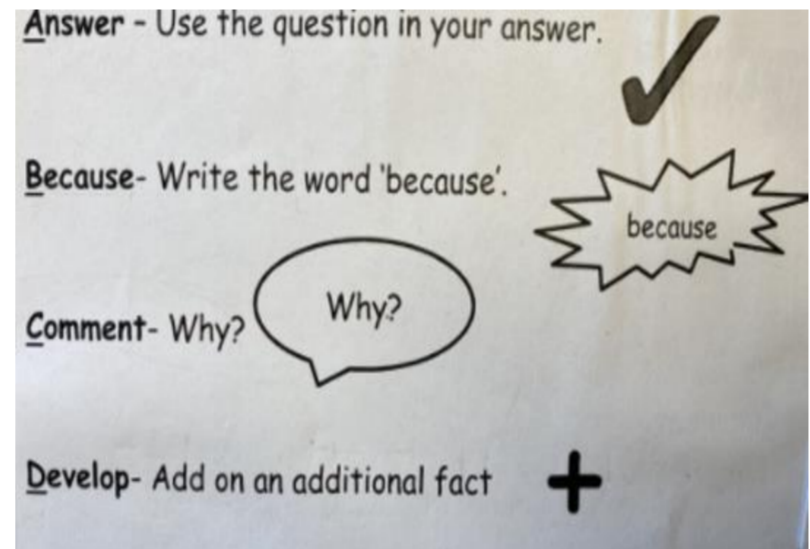
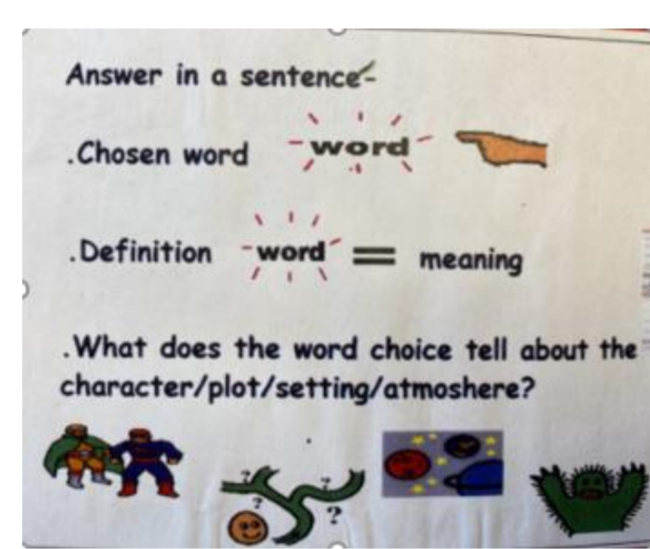
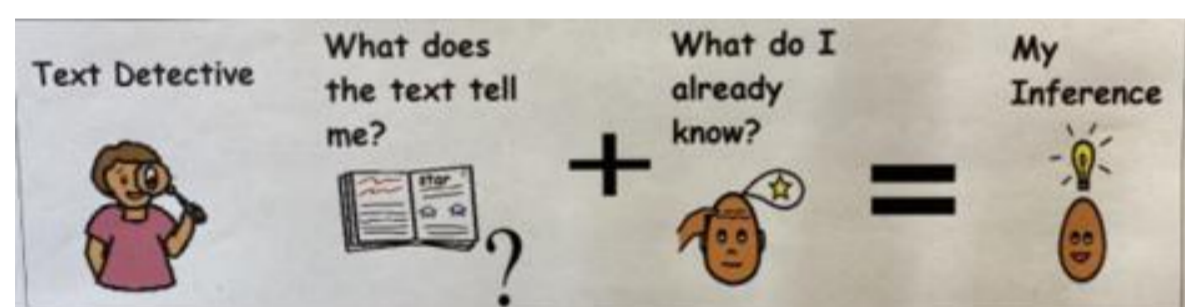
- Participated in Quality Improvement Training (1 full day training and 5 Twilight sessions).
- Range of resources and QI tools used to gather baseline data and identify the issues within comprehension.
- We created a pareto chart to identify the biggest issues and address those first.

Process Change

QI Tools – Fishbone



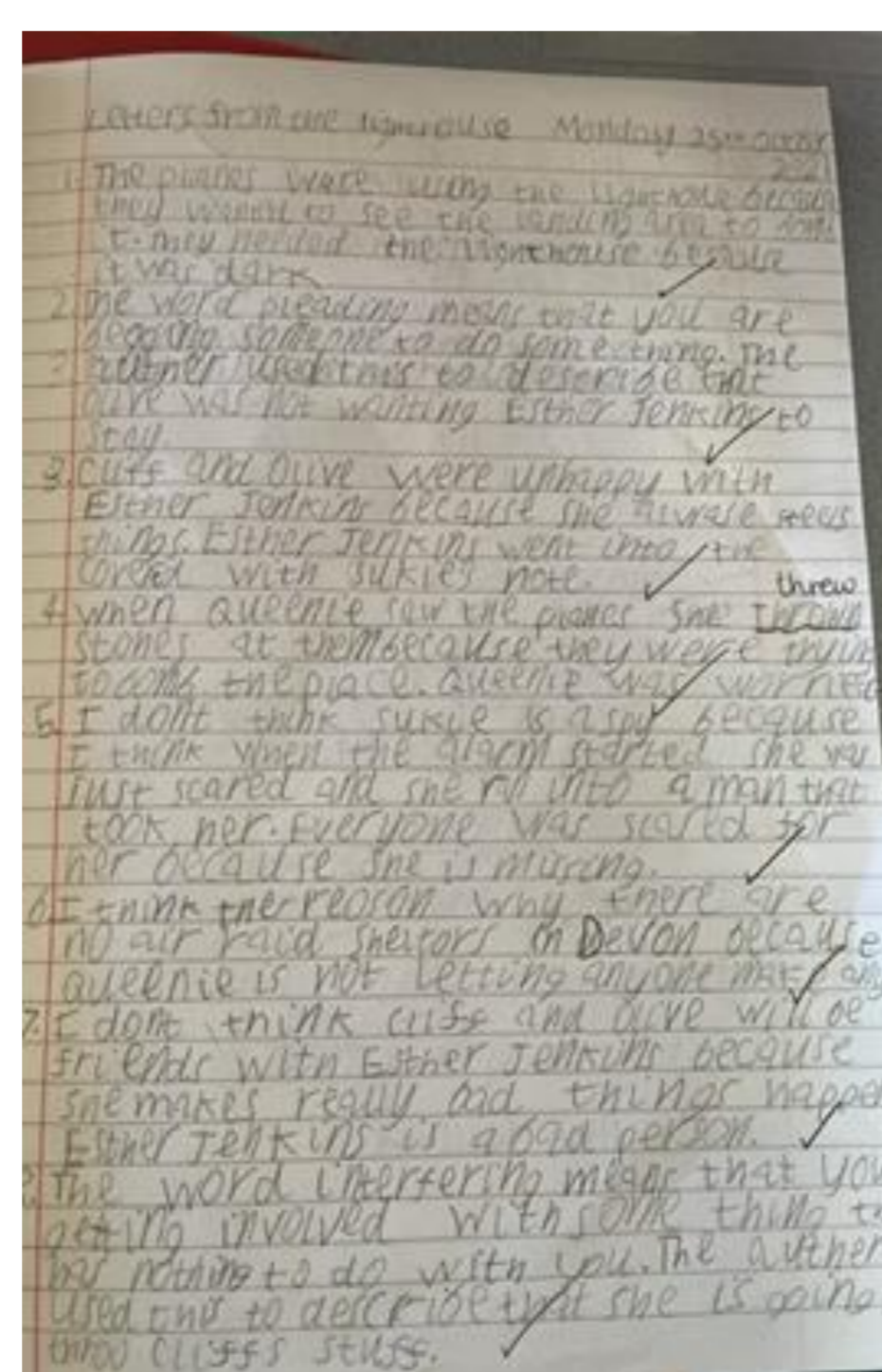
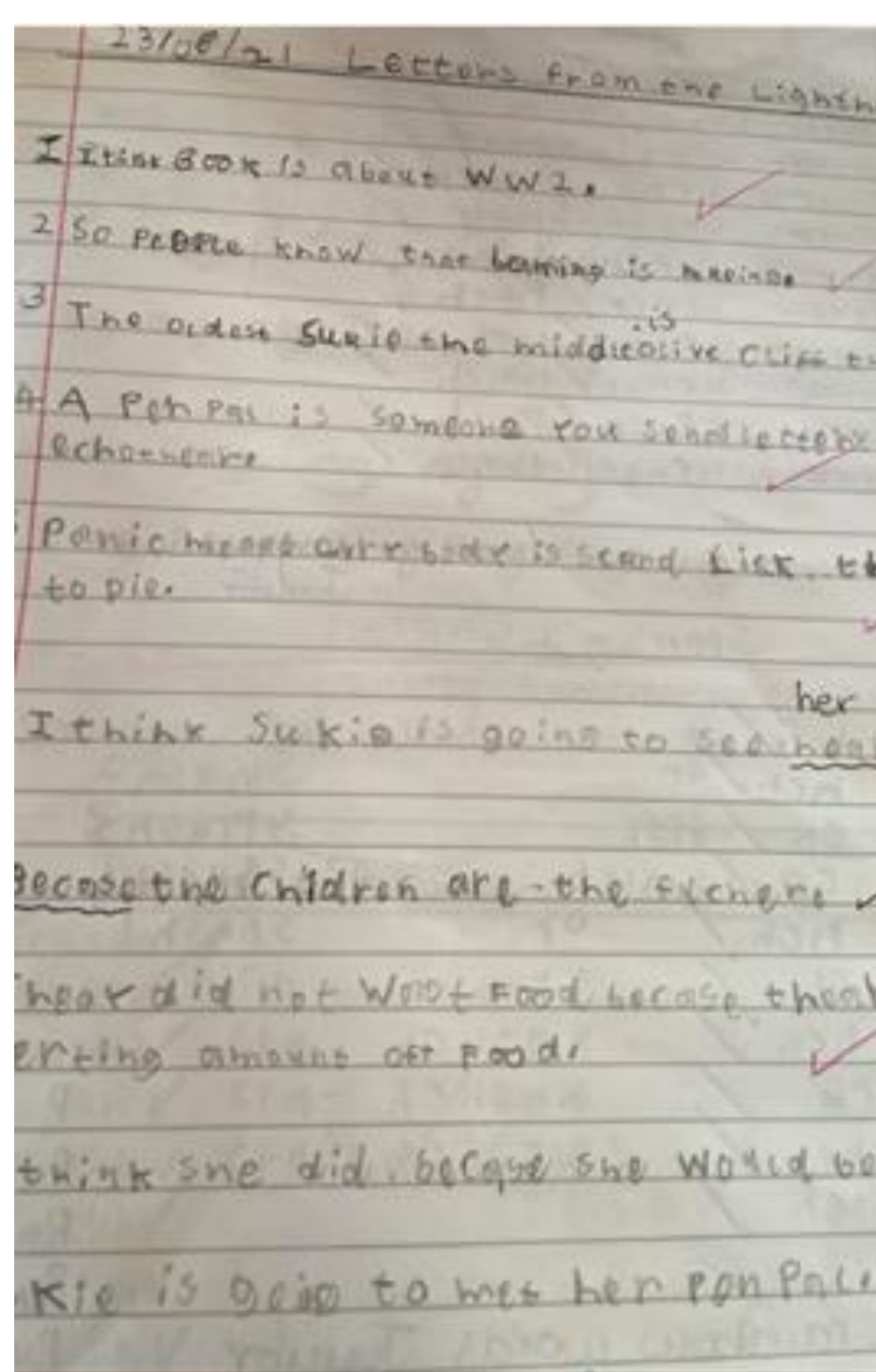
- Devised and introduced visual prompts to focus on specific aspect of comprehension.



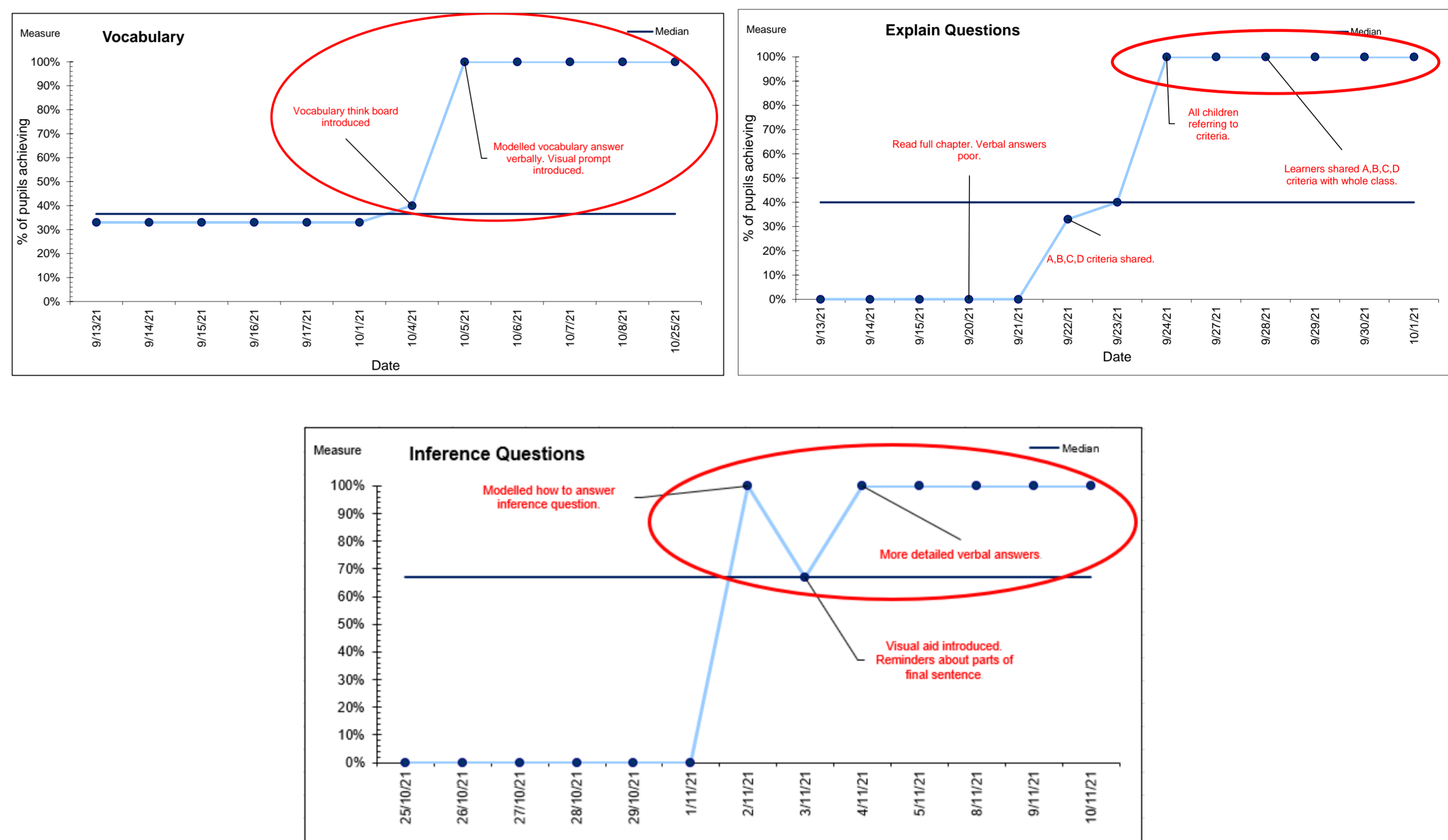
- Daily group work with class teacher introduced.
- Results recorded daily.

Achievements

- All children achieved the outcome aims in the time specified.
- We soon saw the improvements in written answers transferred to other literacy areas.
- All learners showed improvements in confidence and skills for reading aloud.



Results



Conclusions

- Children were highly motivated and could see progress.
- Improvement was made by all children.
- Symbolized prompts supported the learners to structure their answers.

Key Learning Points

- Daily time for the class teacher to work with the group was essential.
- The use of a high-quality text was very important and the children in the group were desperate to read the next book!
- Covid once again made things challenging with staff and pupil absence.

Pupil C: I have the strategies for the explain and vocabulary questions in my head.

Pupil J: The questions and time with Miss Wilson has helped me to improve my vocabulary and explain things better. The vocabulary has helped me to up-level my sentences.

Pupil A: The group has helped me answer comprehension questions more confidently. It helps with our class novel comprehension too.

Pupil D: It has made me add in more description in my answers.