

To improving reading outcomes

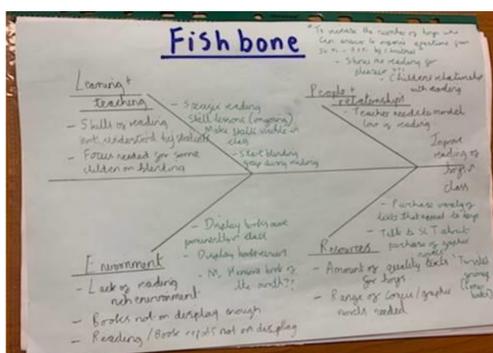
Pathhead Primary School – Mr J Harrison (Class teacher)

Stretch Aim: To improve reading within the Upper stages of the school

Aim: To increase the number of boys in P5/6 who can answer 4 inference questions from 50% to 75% by December 2021

Method

A fishbone diagram was completed to assess the needs of readers within the class and the barriers to this learning. On examination, it became clear that teaching of individual reading skills was required. The skill of inference was chosen and from school data, boys within the class were targeted. A baseline assessment was carried out, during which 50% (6 boys) answered 4 inference questions correctly. A target was set of 75% (9 boys).



Process Change

Aim (overall goal for this project) To improve reading attainment across the school			
Change idea: To improve the amount of boys able to answer 4 inference questions from 50% to 75%			
Aim for this PDSA cycle	Cycle no.	What questions do you want answered for this cycle?	
<ul style="list-style-type: none">Children to become confident structuring an inference answerChildren to be able to create their own inference questions			
Plan			
List the tasks needed to set up this cycle.	Person responsible	When to be done	Where to be done
<ul style="list-style-type: none">Introduce reading VIPERSTeaching inference skill in standalone lessonsDevelop bank of inference tasks linked to key text (A Christmas Carol)Focused work on the structuring of an inference answer (I think... because)	J. Harrison	November 2021	
Predict what will happen when the plan carried out.			
<ul style="list-style-type: none">Children understand the reading VIPERS and different reading skills.Children understand inference and what an inference question is asking.Children can effectively structure an inference answer.Children can reference the text accurately in their answers.	Measures to determine if prediction succeeds		
	<ul style="list-style-type: none">Percentage of boys/children being able to answer 4 inference questions.		

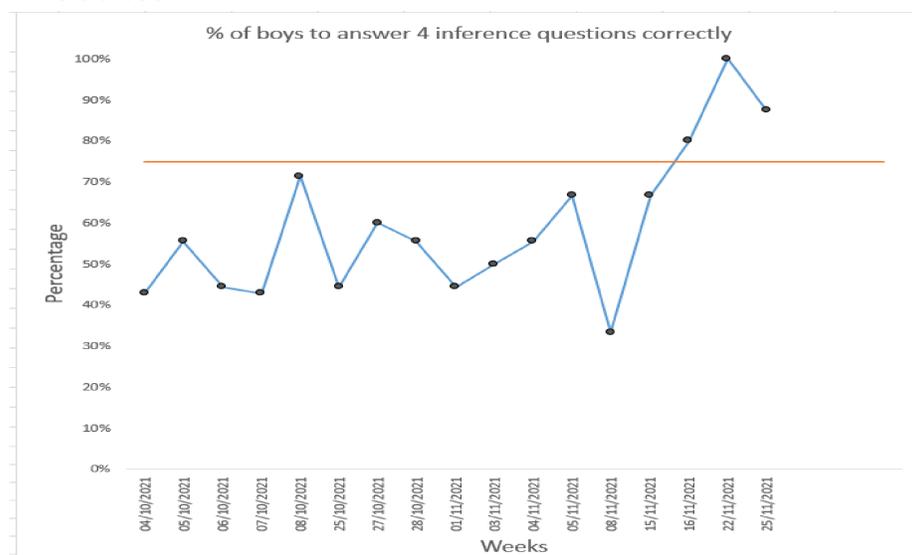
Having completed a PDSA, the following changes were made:

- Targeted teaching of inference skill before data was collected.
- Sentence stems were used for members of the group who struggled with formulating their answers.
- Whole class completing task at the same time every day.

Achievements

- The percentage of boys answering 4 inference questions correctly rose from 50% to 75% and above in the time period (Aim accomplished).
- All members of the class expressed their increased confidence answering and creating inference questions.
- All members of the class expressed an increased interest in reading during the data collection period.

Results



Conclusions

- Targeted teaching of specific reading skill (inference) greatly improved the quality of data collected.
- Sentence stems/ reinforcing structure of an inference answer led to improvements.
- The engagement of the children has been fundamental to the improvements made.

Key Learning Points

- Use of sentence stems engaged reluctant writers.
- Daily modelling of answers led to improvements.
- Completing tasks as a whole class encouraged discussion,

I am delighted with the increased confidence I have seen from all members of the class (P5/6 teacher)

I feel much more confident answering an inference question (P5/6 child)

Next steps

- Transfer the focus to another area of reading (vocabulary, summarising).
- Change the timing of the activity within the school day to assess how this affects the data.