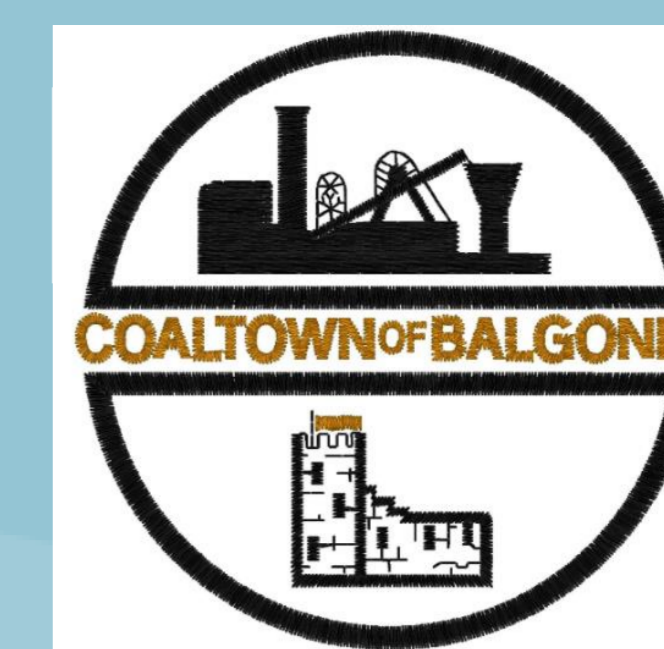


# Improving Reading Outcomes for P6/7 Learners

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Coaltown of Balgonie Primary School

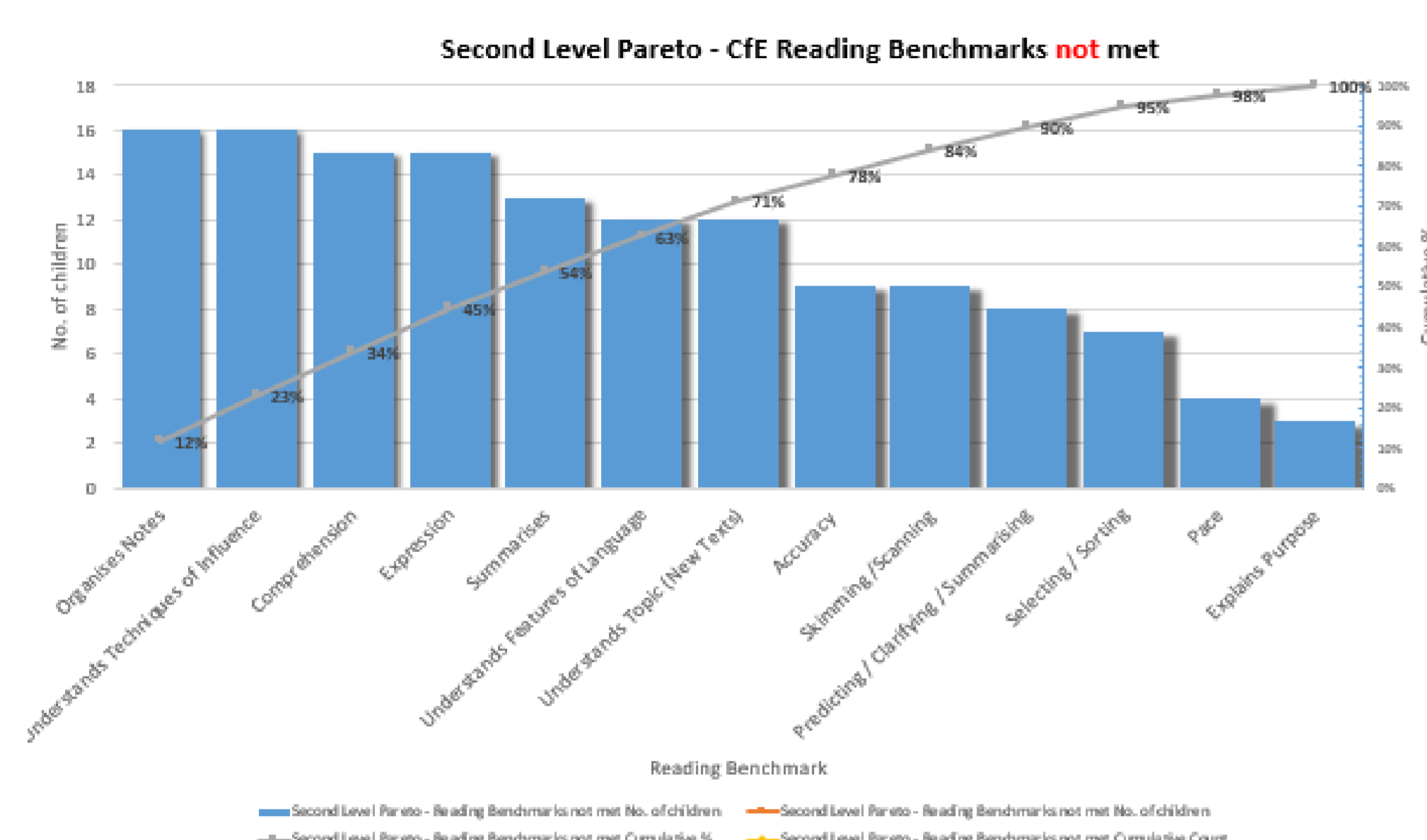


**Stretch Aim:** By May 2025, we want to improve overall reading attainment at Coaltown of Balgonie from 86% to 89%.

**Teaching Aims:** By December 2024, 90% of P6/7 pupils will be able to identify 5 or more examples of persuasive techniques in texts at an appropriate level. (Baseline 48%)

## Method

- Established an Improvement Team.
- Attended Fife QI Improving Reading Programme.
- Carried out a baseline assessment against CfE benchmarks.
- The baseline assessment was used to create a pareto chart.
- The pareto chart informed our first teaching aim to focus on understanding techniques of influence.



## Process Change

### Fife Improving Reading Bundle

AIM	PRIMARY DRIVERS	SECONDARY DRIVERS
<p><b>By August 2023 at least...</b></p> <p><b>68.6% of P7 children in SIMD Q1</b> (Baseline 2020/21: 59%, 2021/22: 62%)</p> <p><b>83.3% of P7 children in SIMD Q5</b> (Baseline 2020/21: 84%, 2021/22: 87%)</p> <p>...will have successfully achieved the CfE level relevant to their stage in literacy (Reading)</p>	<p>Quality Improvement Methodology &amp; Assessment</p> <p>Reading Approaches</p> <p>Embed a Culture of Reading</p>	<p>Robust assessment of specific skills</p> <p>Use of QI tools to understand system</p> <p>Create explicit improvement aim(s) and measures</p> <p>Display and analyse data over time</p> <p>Motivating and enjoyable activities</p> <p>Targeted approach</p> <p>Teaching of specific skills</p> <p>Clear and visible Learning Intention &amp; Success Criteria</p> <p>Use of prompts and visual aids</p> <p>Teacher models a good example</p> <p>Peer learning</p> <p>school improvement priority</p> <p>Establish an improvement team with clear roles / responsibilities to lead reading improvement activities</p> <p>Staff given time to plan, assess and implement change ideas</p>

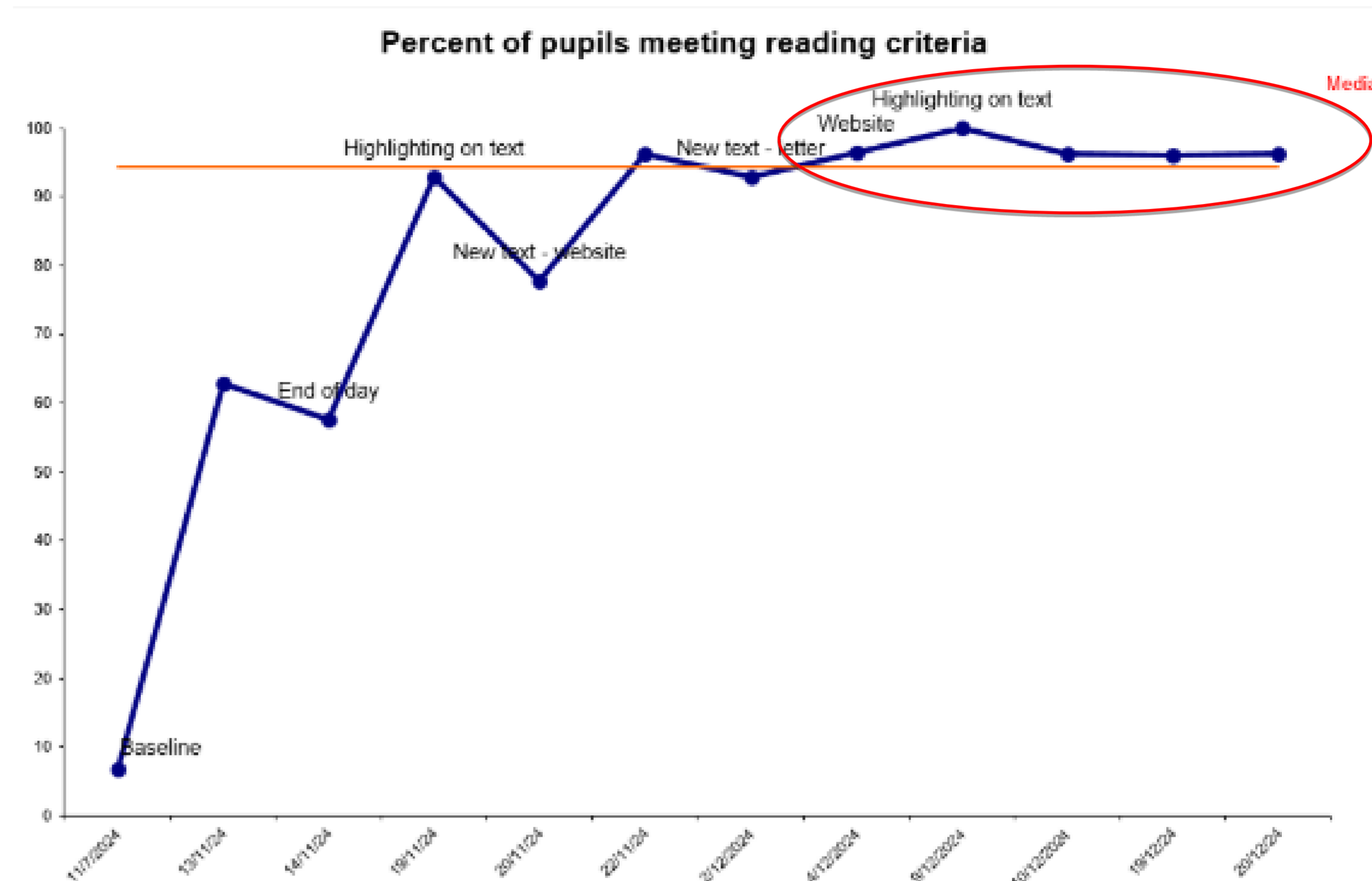
## Implement

- First assessment showed that 7% recognised persuasive language techniques.
- Narrowed down focus to be examples of persuasive language rather than naming techniques.
- Toolkit was co-created for persuasive language techniques using a model text.
- Children explored persuasive texts 3-5 times per week.
- Teacher input aligned to aim (stimulus, dialogue, model text).
- Learning Intention and explicit Success Criteria were shared.
- Assess and feedback against Success Criteria.
- Run chart and data was shared with learners.

## Achievements

- By December 96% of children achieved teaching aim (baseline 48%).
- As teachers we feel more confident in breaking down teaching and learning into more achievable steps and assessing confidently.
- The children are more motivated to read a variety of texts independently.

## Results



## Conclusions

- The children were more motivated seeing the improvement on the Run chart.
- The children also seem more engaged as it is a shorter (snappier) lesson.
- The children enjoyed experiencing different text types and this helped with engagement.

Looking at the persuasive techniques helped me understand a text. P7

It was really fun to see the chart after each time to see if we had improved. P7

I liked highlighting the text P6

I liked that we did it so many times as it got it stuck in my head P7

## Key Learning Points

- Adapting and reflecting – we narrowed down our focus for our teaching inputs to record data on a run chart.
- Short inputs worked better as to not overwhelm our learners.
- Changed the way the children gave answers – highlighted it instead.
- We varied the text type to provide further progress and challenge.
- To differentiate the learning we had some children naming the technique and giving an example. By the end, we had majority of the children naming a technique and giving examples.
- Sharing individual results with children that were close to the target helped boost them for the next lesson.

## Next steps

- Continue to implement new change idea around purpose of a text and note taking.
- Revisit previous learning and link to new learning where possible.
- Share QI Reading results and process with staff members with the view of colleagues implementing the process in other classes to achieve the stretch aim.