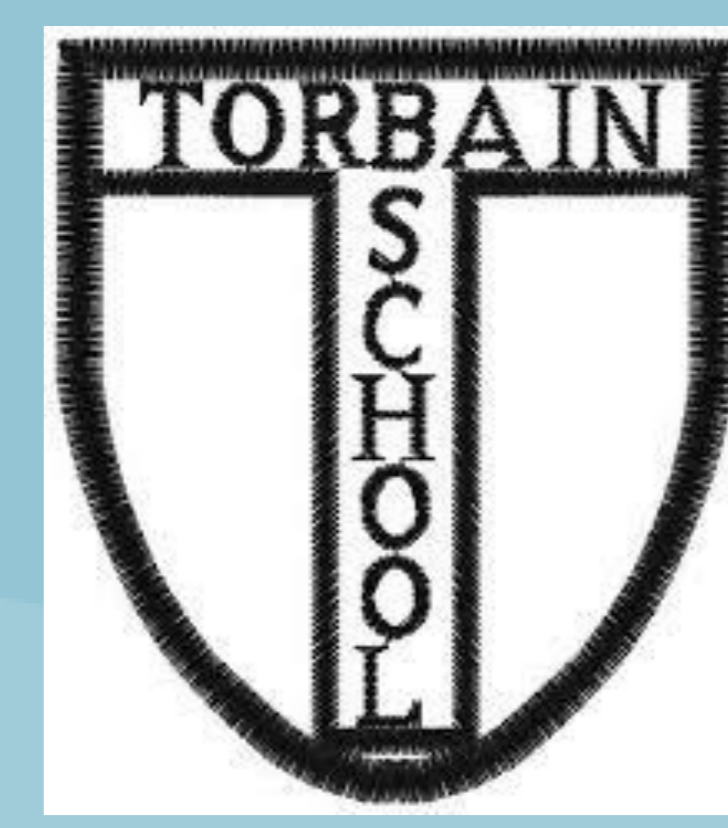


# Improving Reading Outcomes for P6b Learners

Ceira Knox, Class Teacher

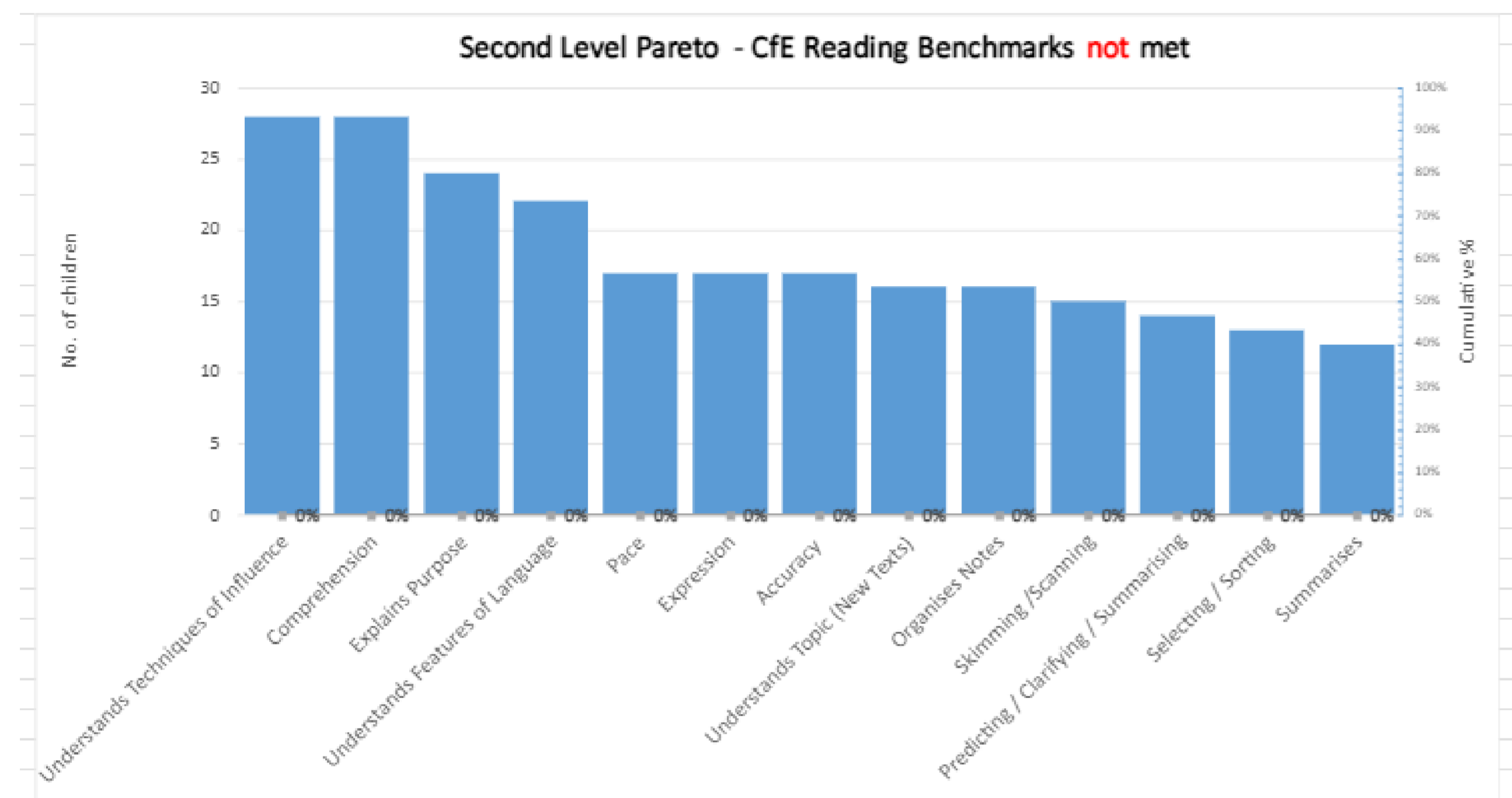


**School Stretch Aim:** By May 2025 76% of children in targeted group will achieve Second Level Initial Engagement in Reading. (baseline 40% - 26/74).

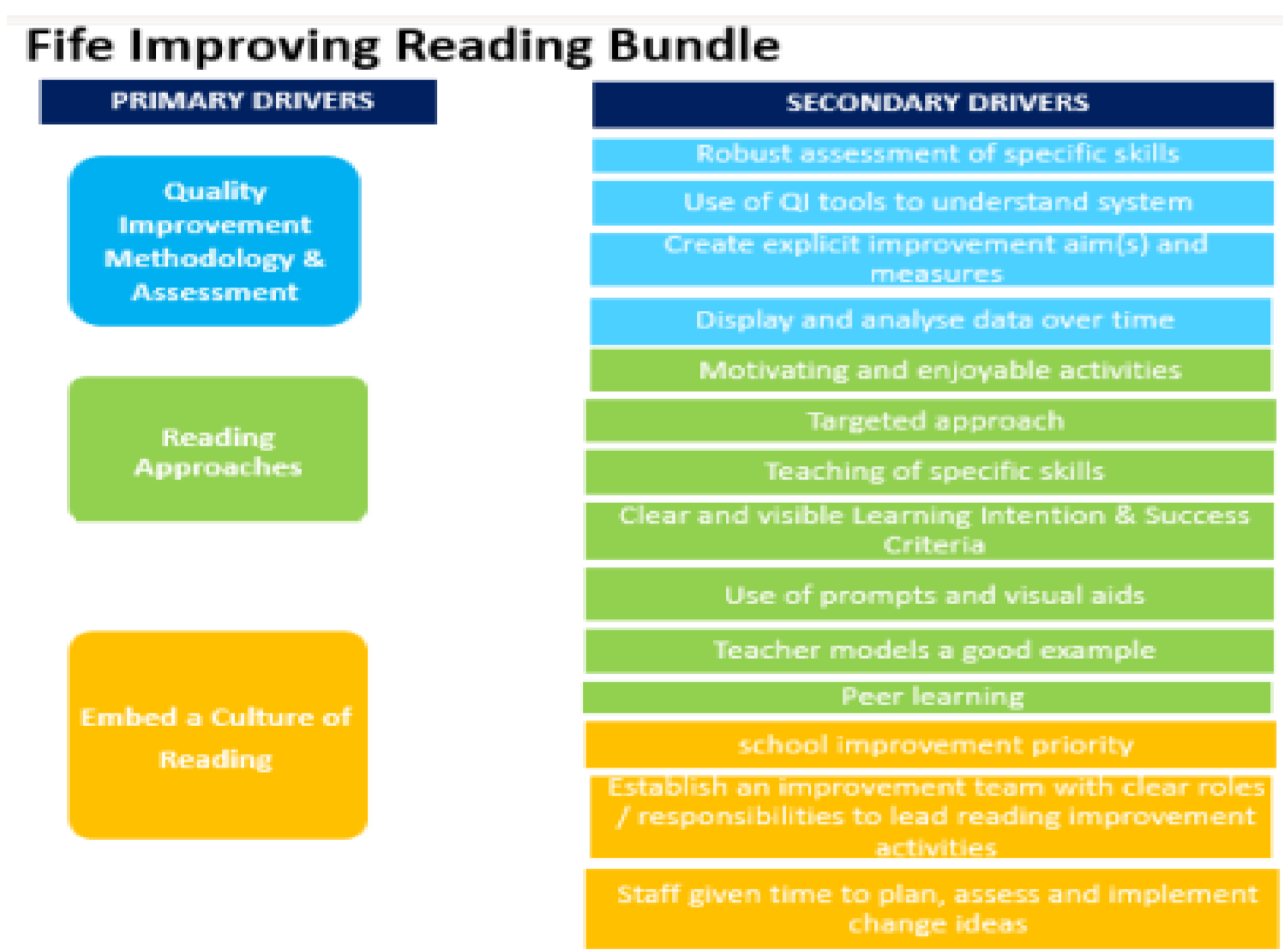
**Teaching Aims:** 81% will be able read with fluency and expression and consequently understand a variety of texts (baseline 34%).

## Method

- Established an Improvement Team.
- Attended Fife QI Improving Reading Program.
- Carried out a baseline assessment against CfE benchmarks.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was fluency, expression and comprehension.
- The pareto chart informed our teaching aims:



## Process Change



## Implement

- Children complete a guided reading task 3 times per week. No longer than 20 minutes. One text per week.
- Teacher input aligned to aim (short non-fiction text)
- Share Learning Intention and make Success Criteria explicit (focus on Layout of text Macro/Micro, Punctuation and conjunctions)
- Assess and feedback against Success Criteria. (Peer and self assessment part of routines – verbal)
- Involve Children in the process!
- New LI and SC (Decoding unfamiliar words to enhance understanding and comprehension)

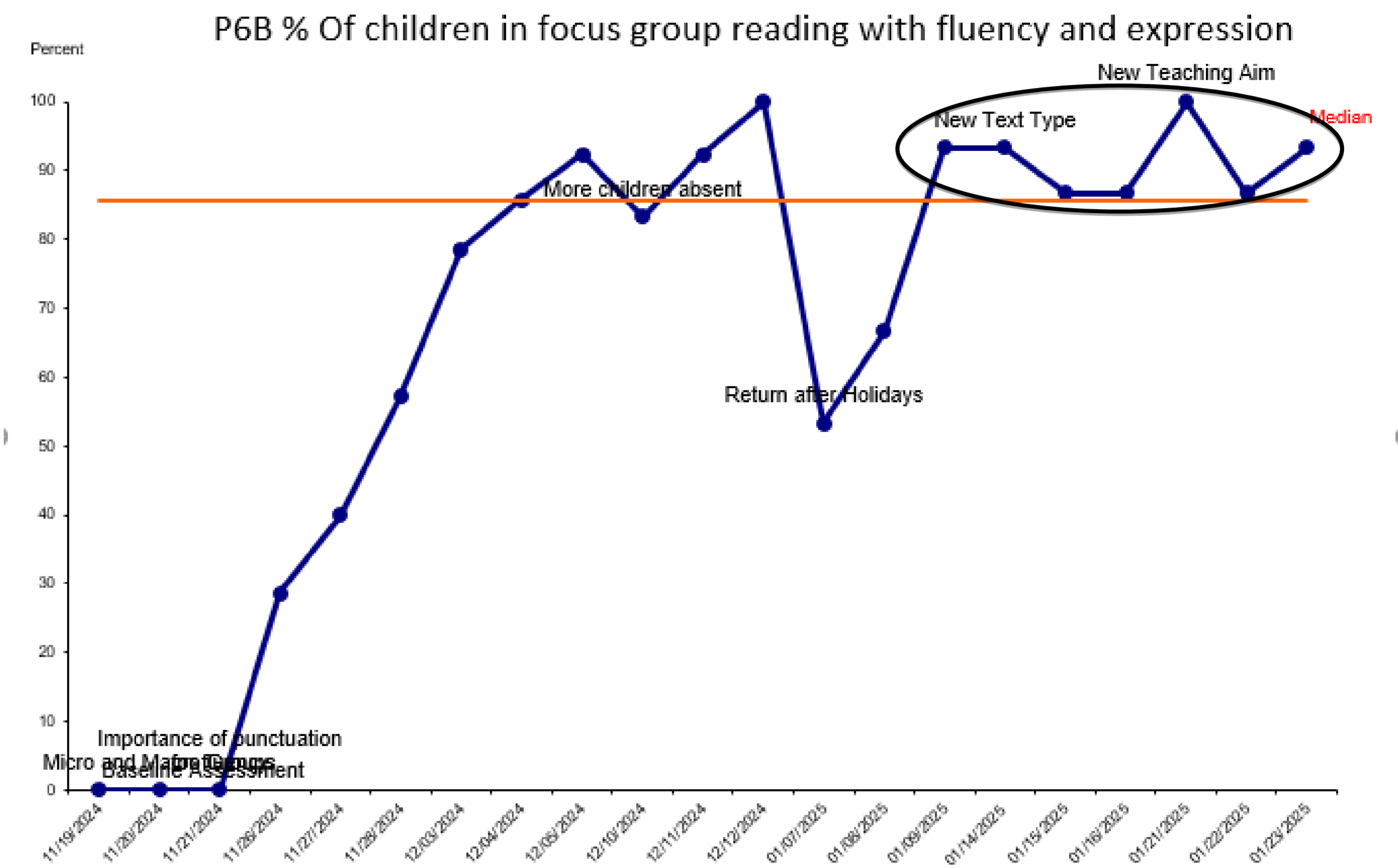
## Achievements

By January 2025, 78% of children achieved aim1 (P6b: 34% baseline).

We are on track to achieve stretch aim by May 2025.

Through the pupil voice feedback it is clear that the children both enjoy and feel more confident in reading with fluency.

## Results



## Conclusions

### Staff Voice

The children benefited from how explicit the approach was. They were able to understand exactly what was expected of them, from sharing the Success Criteria. They have enjoyed being involved in the process and the transparency of sharing their own progress.

### Pupil Voice

- I feel I have a better understanding of what is expected from me and what it means to read fluently.
- I can confidently discuss the importance of punctuation to ensure I read fluently.
- I have enjoyed being encouraged by my peers and being able to give and receive supportive feedback.
- We know exactly what is expected of us when reading with Miss Knox and our group

## Key Learning Points

- We initially thought we had a barrier to guided reading due to the lack of reading books being in a useable order. However after the Stephen Graham input we realised guided reading does not need to be full chapter books. Short burst texts work well.
- Breaking down reading groups into manageable, smaller groups. This meant for deeper discussion and clear teacher led focuses. This has improved focus and allowed for lots of verbal live feedback.
- Demonstrating a WAGOLL and explaining that the success criteria wont be met in one lesson alone helped encourage them and allowed time for them to reflect on their abilities. It is a process.
- Sharing more explicit learning intentions and success criteria, allowing a clearer focus for the children.
- Clear expectations, repetition of these, shorter lessons, high expectations set.
- Peer and self feedback encouraged the children to be challenged and motivated.
- From changing our approach and utilising the resources readily available within the school, it became apparent that a wealth of resources was not key and through the use of comprehension texts, we discovered that these short texts aided us in successfully highlighting and exploring the experiences and outcomes we wished to cover with our children.

## Next steps

- From this, I will continue to structure my guided reading sessions using this method and continue to gather data about the children in my class
- Now that the majority of the children are fluent readers, my next focus is going to be implementing the VIPERS approach to comprehension
- The results of this project will be shared with colleagues at Torbain, sharing of resources we have acquired.