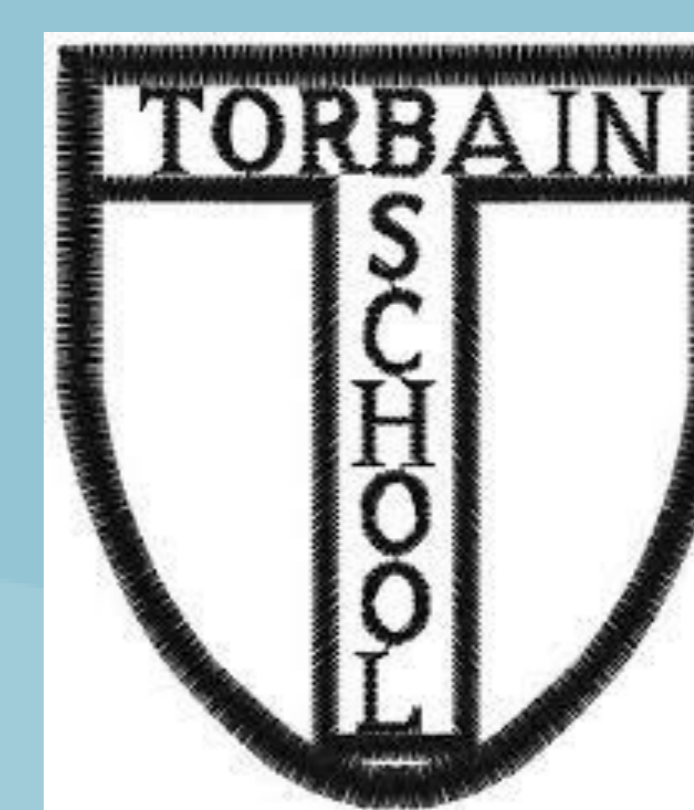


Improving Reading Outcomes for P6/7 Learners

Veronica Girdwood, Class Teacher

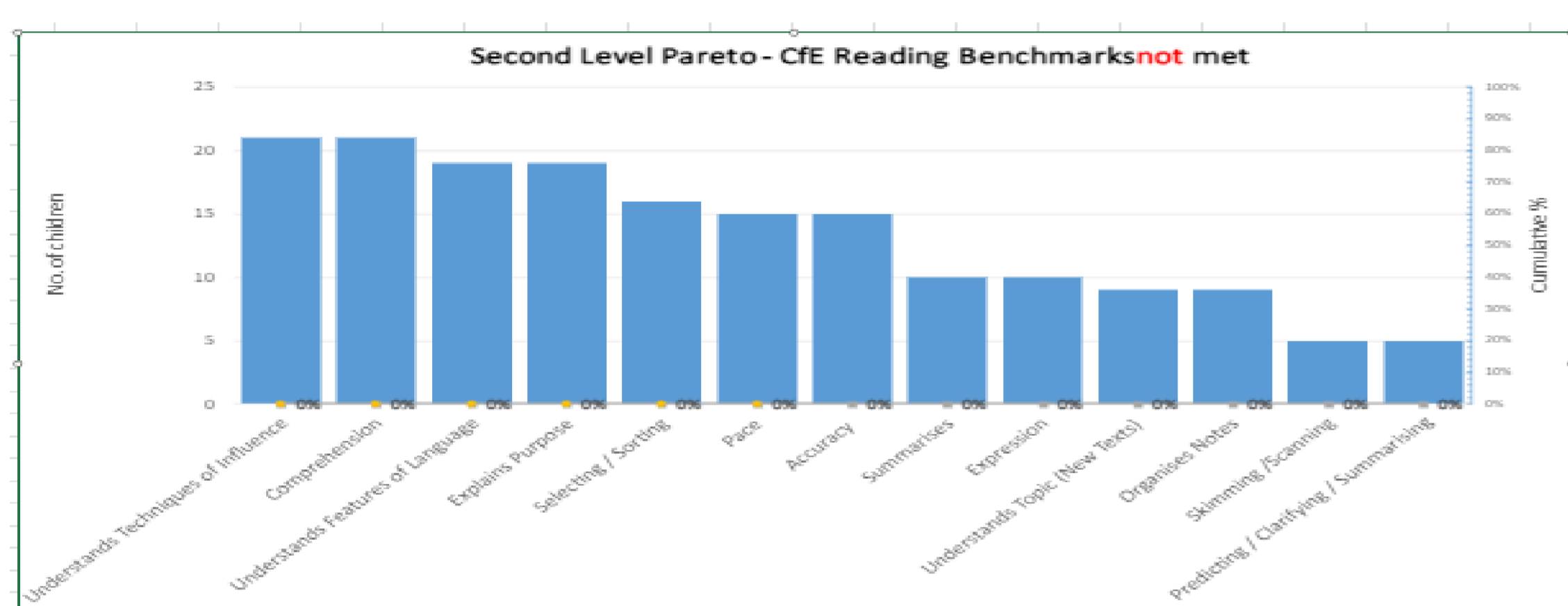


School Stretch Aim: By May 2025 76% of children in targeted group will achieve Second Level Initial Engagement/Progressing in Reading (baseline 40% - 26/74)

Teaching Aims: By January 2025 78% of P6a and 87% of P7c will be able read with fluency and expression and consequently understand a variety of texts. (P6a: 22% baseline and P7c: 31% baseline)

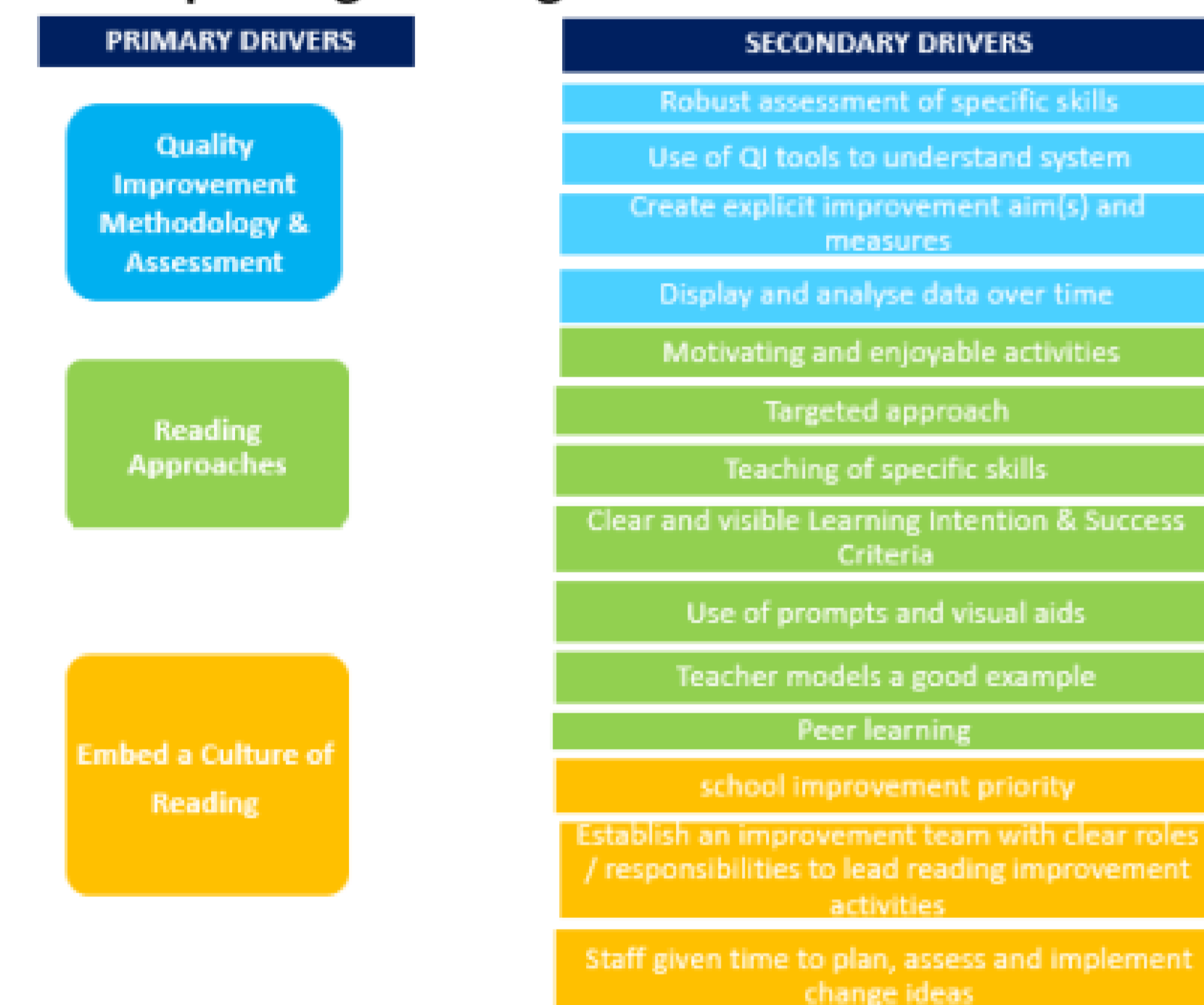
Method

- Established an Improvement Team.
- Attended Fife QI 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 and expression and comprehension.
- The pareto chart informed our teaching aims.



Process Change

Fife Improving Reading Bundle



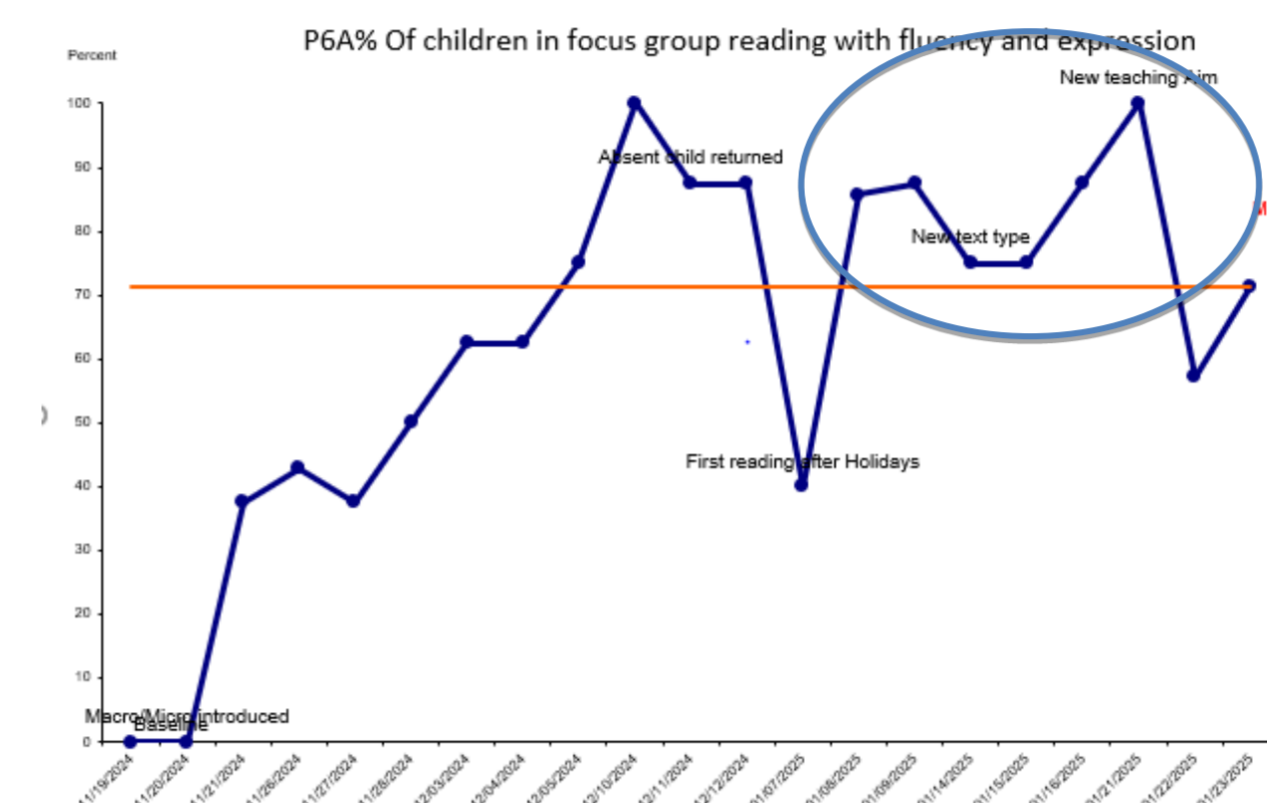
Implement

- Children complete guided reading task 3 times per week. No longer than 20 mins. One text per week.
- Teacher input aligned to aim (short non-fiction text)
- Share Learning Intention and make Success Criteria explicit (Layout of text Macro/Micro, Punctuation and connectives).
- Assess and feedback against Success Criteria (peer and self assessment part of routines)
- New LI and SC (Decoding unfamiliar words to enhance comprehension and understanding)

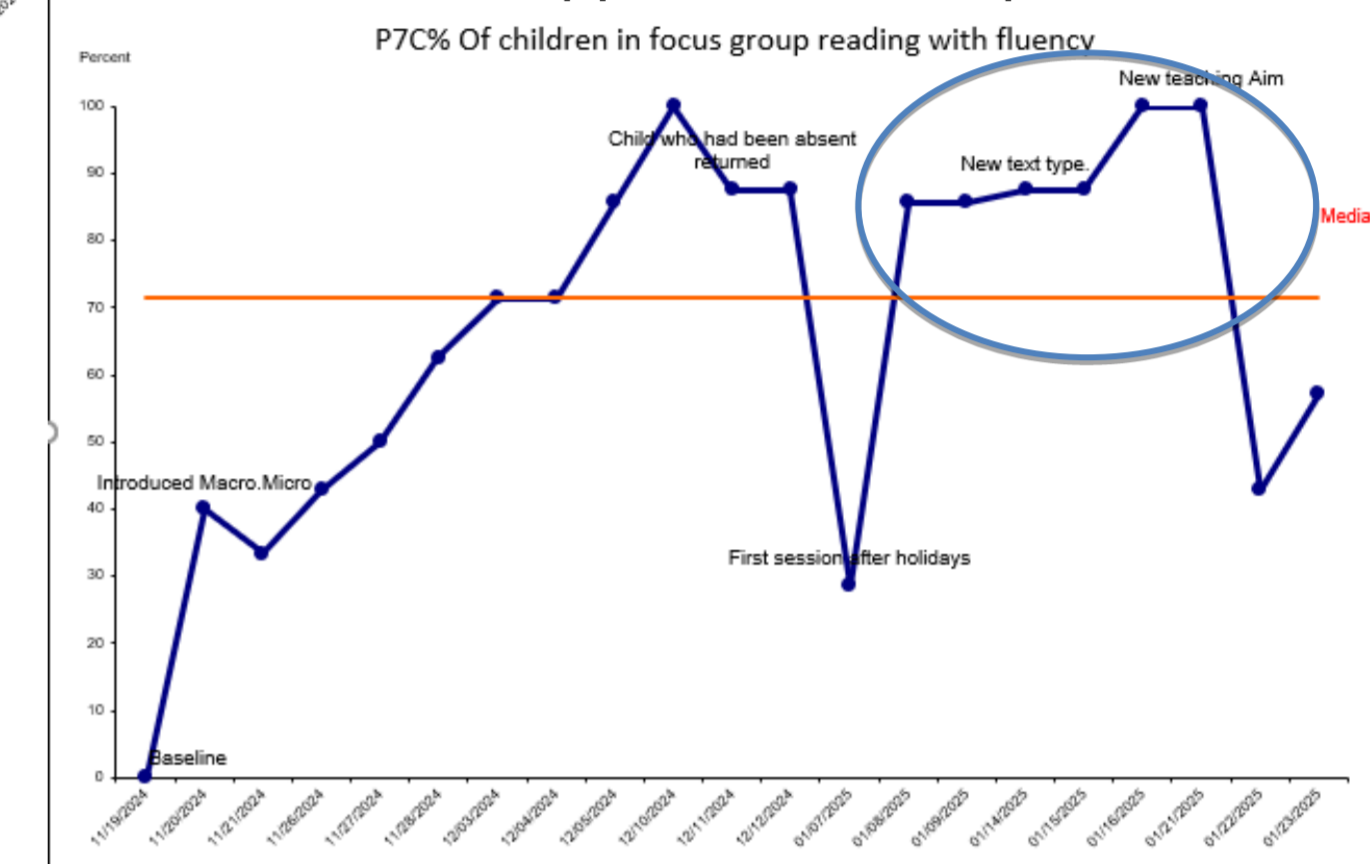
Achievements

- By January 2025 78% of children in P6a and 75% of children in P7c have achieved aim 1 (Baseline P6a – 22%/Baseline P7c – 31%)
- On track to achieve stretch aim by May 2025.
- Pupil voice feedback has shown that the children both enjoy and feel more confident reading with fluency.

Results



In both groups of children you can see there has been a clear shift. We spent a lot of time working with non-fiction texts. The most significant dips were after the Christmas break and when we introduced a new text type or a new teaching aim. The new teaching aim was based around unfamiliar vocabulary and how to make and break words. This will lead us into the VIPERS approach to comprehension.



Conclusions

Staff Voice

The children enjoyed this very transparent approach to reading. They knew what the expectations were and they had the opportunity to have regular reading sessions in order to improve their fluency. Knowing that it was not just one lesson per week to meet the SC, allowed them to reflect on their abilities and create manageable next steps for the next lesson.

Pupil Voice

“I now read with a clear voice and pause at the correct punctuation.”
 “Be respectful to others and if they are stuck give them a chance to work it out themselves.”
 “I like it when my group gives me feedback that I can work on for next time”
 “I like reading with my teacher more than just once a week”

Key Learning Points

- Initially we 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. We have a wealth of short comprehension texts and used these instead.
- Sharing more explicit Success Criteria has been very beneficial.
- Demonstrating a WAGOLL and explaining that the SC won't be met in just one lesson.
- Short burst lessons 3x per week have been more manageable than I had expected
- Reducing the reading group sizes has built the learners confidence and allowed for 'live' effective feedback

Next steps

- I will continue to structure my guided reading sessions in this way and gather data about the children in my class
- Now that the children are fluent readers, the next focus is going to be implementing the VIPERS approach to comprehension
- Share approach with the rest of our colleagues at Torbain