

Improving Reading Outcomes for P6C Learners

Kirsty Gillespie – Class Teacher



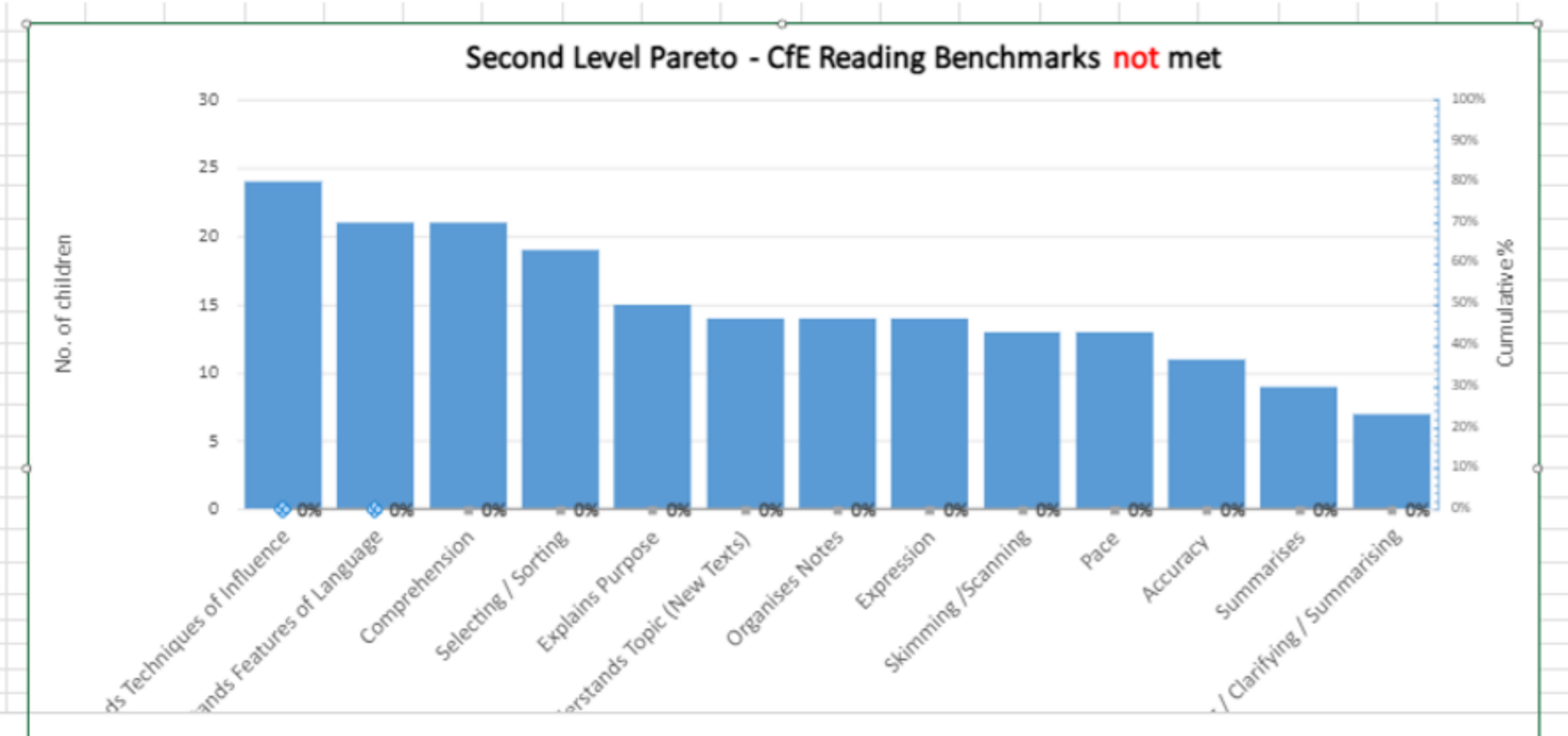
School Stretch Aim: By May 2025 76% of children in targeted group will achieve Second Level Initial Engagement in Reading (baseline 40% - 26/74)

Teaching Aims: 68.75% will be able to read with fluency and expression and consequently understand a variety of texts (31.25% baseline)

Method

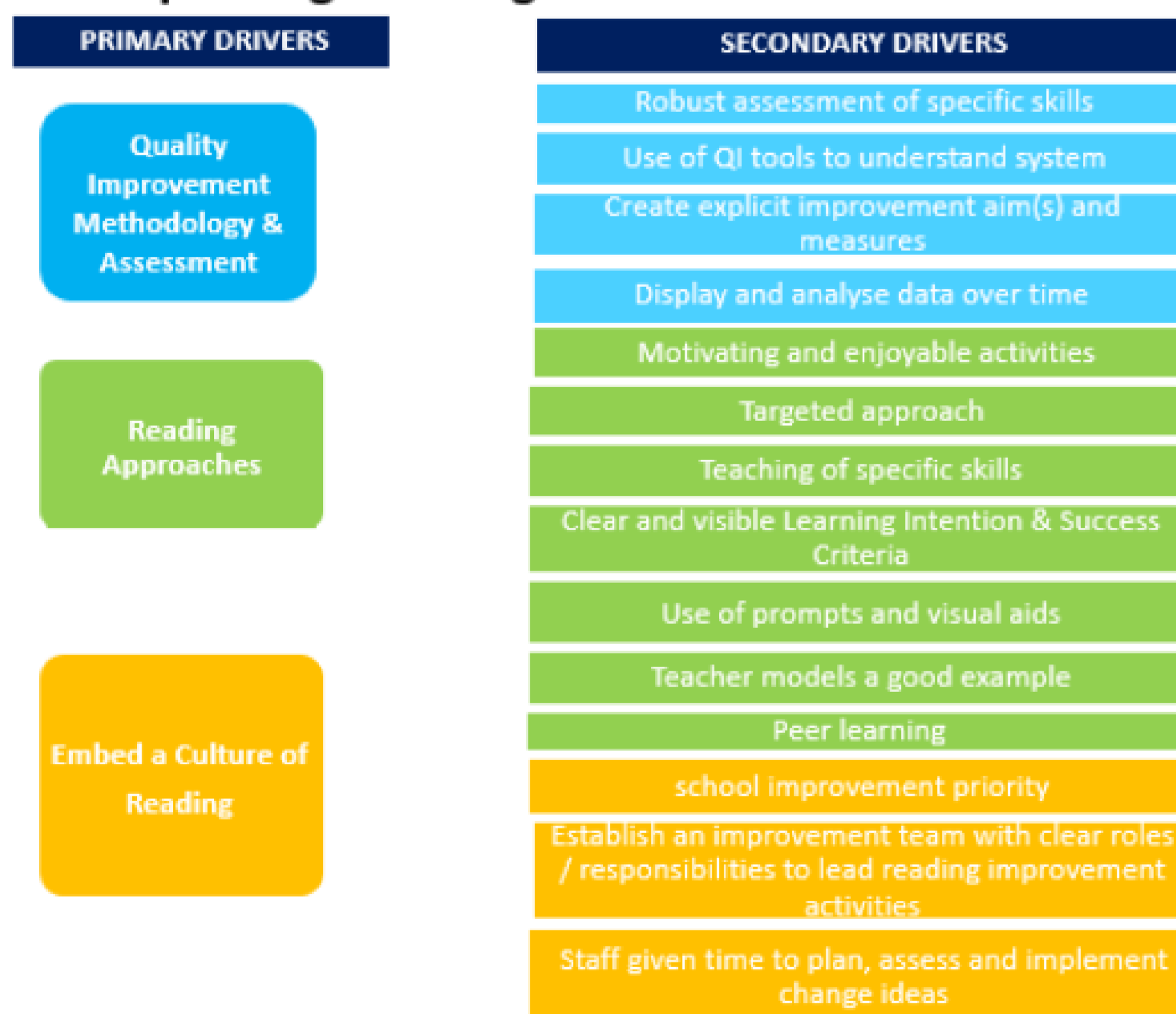
- Established an Improvement Team
- Attended Fife QI Improving Reading Program
- Carried out baseline assessment against CFE benchmarks
- The baseline assessment was used to create a pareto chart
- The biggest challenge for the majority of the children was fluency, expression and comprehension
- The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

Pareto - P6c



Process Change

Fife Improving Reading Bundle



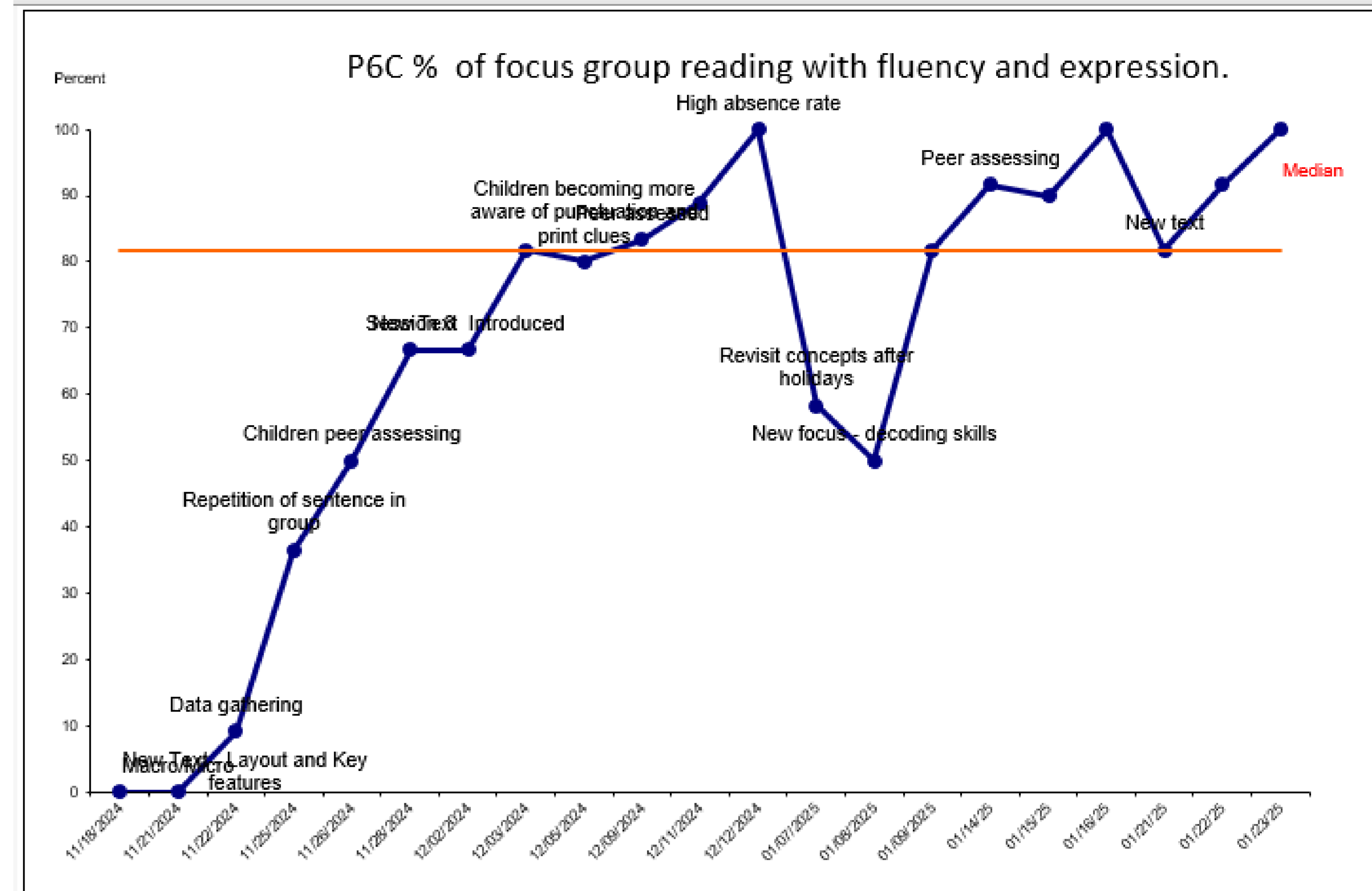
Implement

- 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 LI and make SC explicit (Layout of text – macro/micro, focus on punctuation and connectives to inform reader)
- Assess feedback against SC (peer and self assessment as part of routines)
- Involve children in the process!
- New LI and SC (decoding unfamiliar words to enhance understanding and comprehension)

Achievements

- By January 2025 65.62% of children in P6C achieved aim 1 (31.25% baseline).
- On track to achieve stretch aim by May 2025.
- Pupil voice feedback has shown that the children both enjoy reading sessions being taught in this way and are beginning to feel more confident when completing comprehension tasks.

Results



Conclusions

Staff Voice:

- The children benefited from how explicit the approach was. They were able to understand exactly what was expected from them by sharing the success criteria more explicitly.
- Having transparency and sharing the pupils progress as we journeyed together. Allowed the pupils to feel more involved in their learning and experience a sense of achievement.

Pupil Voice:

- I enjoy reading in a small group with my teacher.
- I know exactly what Mrs Gillespie is looking for when we read together.
- At first it was a bit embarrassing reading in front of my group, especially when I got it wrong but people have helped me and encouraged me.
- When I filled out Mrs Gillespie's questionnaire about what makes a good reader again, I knew what to write this time!

Key Learning Points

- Initially we thought we had a barrier due to the lack of resources/re organisation/book banding of books in school, however, after our input from Stephen Graham, it quickly became apparent that a wealth of resources isn't key. In fact, through the use of simple comprehension texts and reading comprehension textbooks, we discovered that these short pieces provided ample material to explore the experiences and outcomes we wished to cover.
- Returning to small, focused reading groups – teacher led. We had previously experimented using different approaches with reading groups. This has definitely improved focus and provided better 'live' feedback.
- Sharing more explicit learning intentions and success criteria, allowed the children to have a clearer focus.
- Repetition, short sharp bursts of reading more frequently kept new learning fresh in the children's minds.
- Peer Assessment - encouraged the children to feel challenged/encouraged.

Next steps

- Continue to structure guided reading sessions in this way and gather data about the pupils in my class.
- Now that the children are becoming more fluent with their reading, our next focus is going to be implementing the VIPERS approach to comprehension
- Cascade our learning and new approach with staff at Torbain