

Improving Reading Outcomes for P7 Learners

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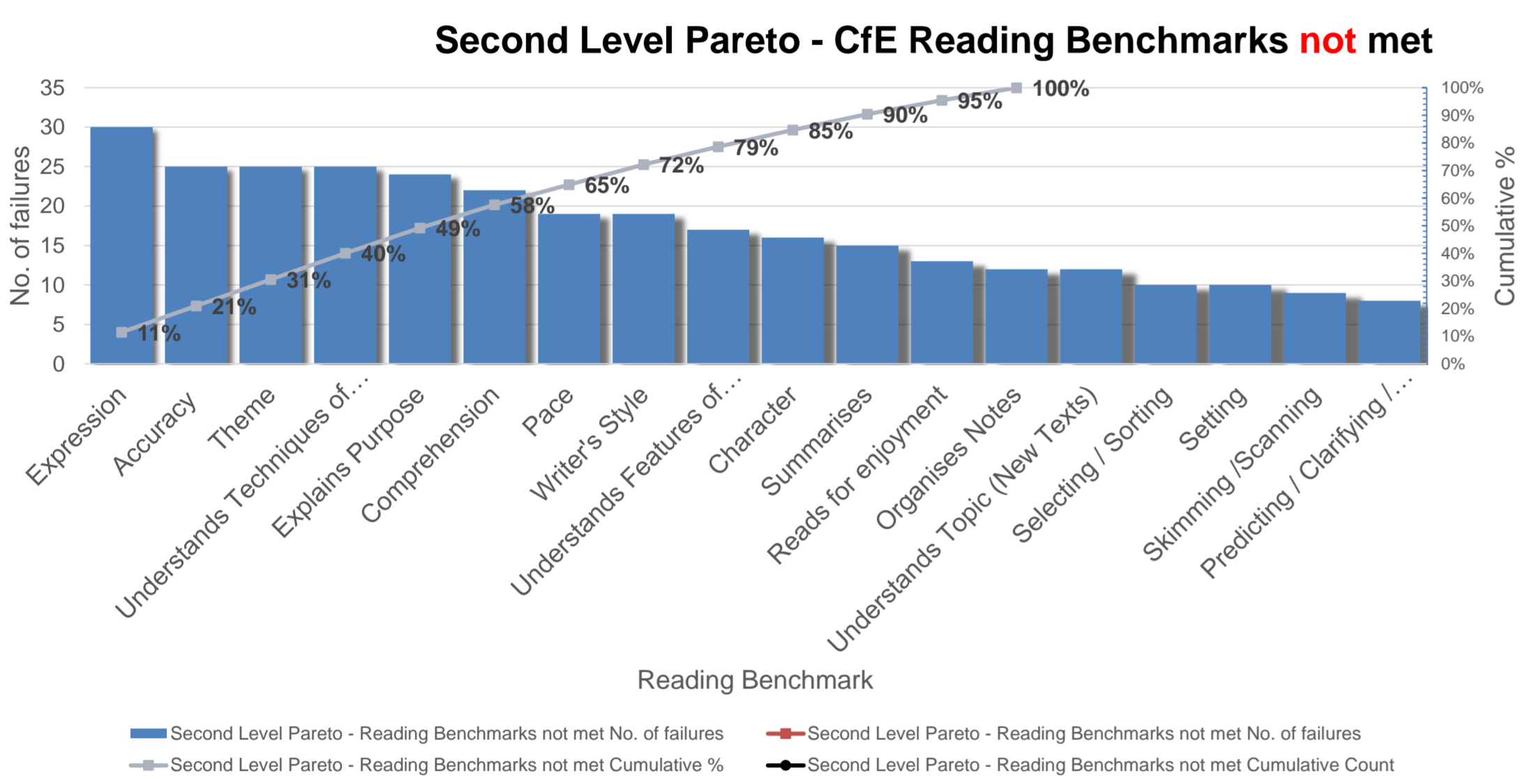
Stretch Aim: To improve reading attainment in P7 from 87% to 90% by June 2025.

Teaching Aims: To increase the number of children in P7A reading with expression from 0% to 80% (24 children) by December 2024.

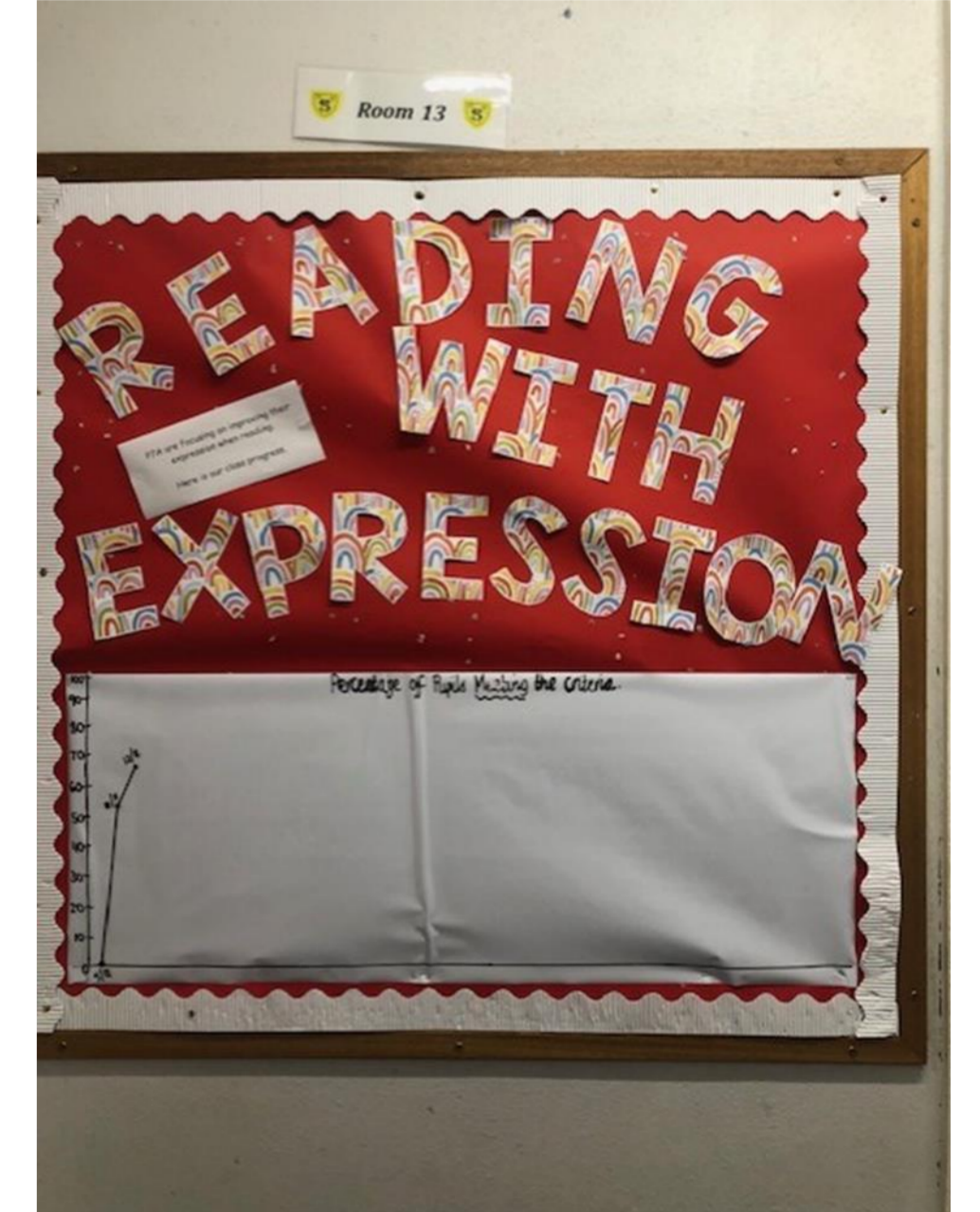
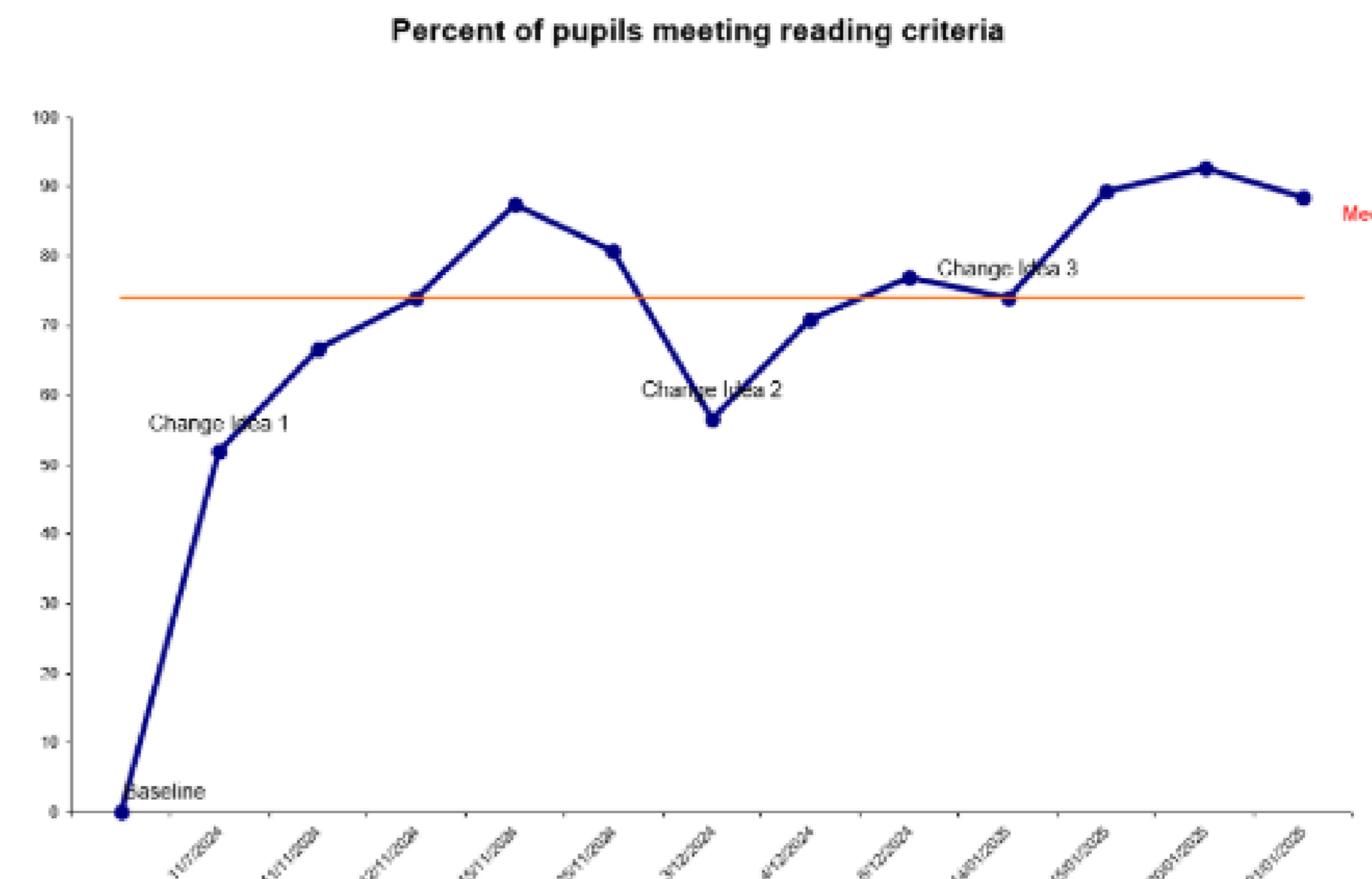
Operational definition of 'reading with expression': responding to the punctuation in a text to give their voice expression.

Method

- Established an Improvement Team.
- Attended Fife QI Improving Reading Programme (Wave 3).
- 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 reading with expression.
- The pareto chart informed our teaching aims.



Results



Conclusions

Class Teacher

- Creating a manageable task that can be done every day.
- Explicit teaching and modelling how punctuation changes your voice.
- Using technology to engage learners.

Pupil Voice

"I now know how my voice changes when there is a question mark."

"I hate reading but this was easy to do."

"I enjoyed it because I didn't need to read loads and loads which is something I find hard."

Process Change

Fife Improving Reading Outcomes



Key Learning Points

- Repetition of text: this allowed pupils to become familiar with the text and be able to give thought to the punctuation and how it affected their voice when reading.
- High levels of engagement: pupils were eager to take part and improve their previous score, even with more reluctant readers. There was a noticeable change in body language when more thought was given to the change in their voice and expression.
- Parent/Carer engagement: extracts were shared on SeeSaw and videos were sent back showing parents and carers at home participating and practising using expression in their voice.
- New technology: introduction of new software programs that previously hadn't been used.
- Teacher workload: create a task that is manageable and can be easily embedded as a daily activity.
- Remember the bigger picture: if you can see an improvement in only one or two children, the process has been a success!

Next steps

- Continue to create opportunities for pupils to read a wide variety and genres of texts out loud in class.
- Staff within the school have already trialed some of the different technology used in this QI programme (e.g. Reading Accelerators) - continue to share learning with colleagues.

Implement

- Children reading the same piece of text out loud 3-5 times per week.
- Teacher input aligned to aim (stimulus, dialogue, model)
- Share Learning Intention and make Success Criteria explicit.
- Assess and feedback against Success Criteria.
- Involve Children in the process!
- Variety of texts types were used (class novel, nativity script and picture books when paired reading with P2.)
- Involved parents/carers through SeeSaw.

Achievements

- By February 2025, 92% of children achieved stretch aim (baseline 87%).
- By February 2025, 79% of children achieved teaching aim (baseline 0).