



Case Study Name

Woodburn Primary School - Raising Attainment in Reading

Our Context

Woodburn Primary School is a non-denominational school that serves the Woodburn area of Dalkeith. The school has a current roll of 670 (Primary 1-7) and 112 children accessing Woodburn Early Learning and Childcare (WELC). We identified that our reading attainment was below the Midlothian and National average. This was despite Literacy being a SQIP priority over a number of years.

Our Outcomes	Our Measures
Improvement in children’s confidence in reading.	SNSA student profile reports P4 & P7.
Increase in teachers’ understanding of pedagogy and confidence in teaching reading.	Staff/pupil baseline survey PM Benchmarking assessments <u>Stretch aims set:</u>
Implementation of the Balanced Reader approach.	P1: 77% (2022) - 84% (2023) P4: 74% (2022) - 78% (2023) P7: 73% (2022) - 78% (2023)

The Actions we took

- Gathered baseline data: ACEL data on reading P1, P4, P7; pupil/staff surveys on attitudes to reading; PM Reading Benchmarking P2-P7 - assessment of decoding, comprehension, retelling, fluency & phrasing
- Staff professional learning in Balanced Reader approach - Stephen Graham and PM Reading (5 virtual sessions and 2 in-house days)
- Literacy leads carried out further training within school
- Purchased PM Reading Programme (increase in non-fiction texts)
- Parents updated on revised approach to teaching reading and how they can support at home
- Working towards Reading Schools accreditation - whole school focus on developing a reading culture
- Parent Partnership involvement in addressing reading environments by updating School Library
- Staff visited Tulliallan Primary School to learn about their Literacy journey & share best practice
- Termly gathering of data on PM reading levels
- Simplifying teaching of Literacy within school by linking text types in Reading and Writing lessons
- Whole school Shared Learning with a focus on Reading for Enjoyment



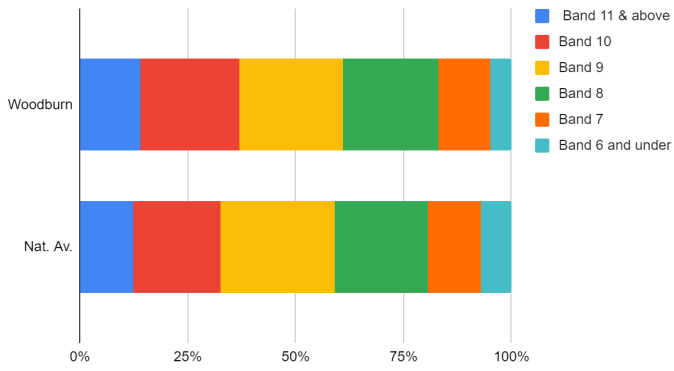
Our Learning and the Impact we had

- Increase in teacher confidence in teaching and assessing core elements of Balanced Reader approach of Decoding, Fluency & Phrasing, Comprehension
- Children more clear on success criteria within distinct areas of reading e.g. for fluency & phrasing - using punctuation to know where to stop; continuing across the end of a line, etc
- Children are able to articulate the purpose of different text types as it has been explicitly taught
- Focus on Reading Culture found children more engaged in Reading for Enjoyment with a wider range of texts available in library, school newspaper and magazines
- Learners exposed to a wider range of non-fiction texts through new PM resources
- Children involved in whole-school competition to redesign the library
- Parent Partnership facilitating the remodelling of school library

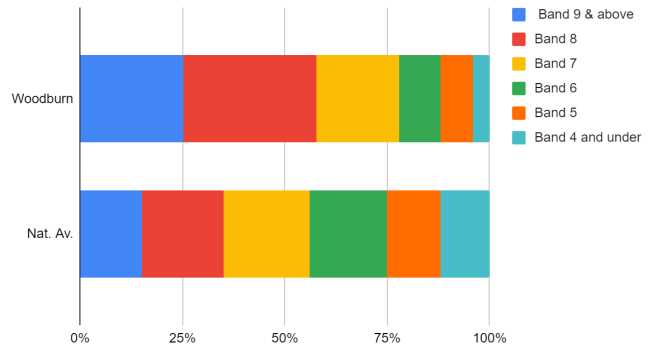
Next steps

- SNSA data will be tracked into P4 & P7 to see what improvement has been made
- Roll out PM Reading training across all teachers/learning assistants to ensure consistent approach across school
- Gain Reading Schools accreditation
- Complete remodelling of School Library
- Continue to use SEIC Literacy Connector materials for our CAT sessions next year.

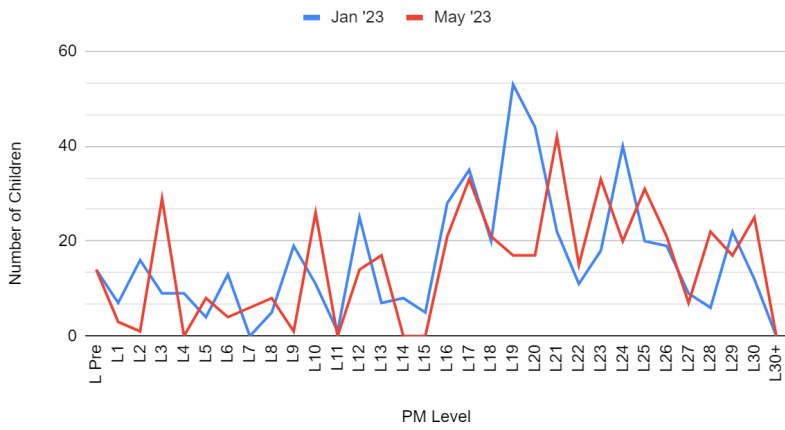
Reading SNSA 2022-23 - P7



Reading SNSA 2022/23 - Primary 4

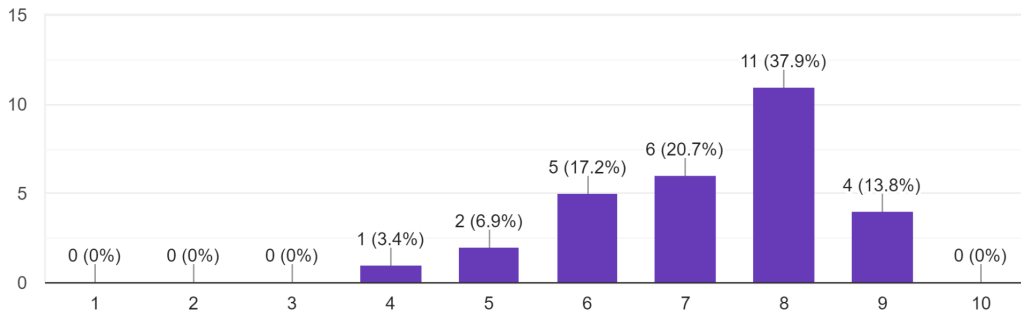


Number of Children Reading by PM Level



Following our focus on reading through the 2022 - 2023 session, how confident are you now in the teaching of reading?

29 responses



I have the knowledge and skills necessary to improve the reading skills of learners in my class.

29 responses

