



“Children had a considerably more time reading than in the old style of reading lessons.”

What I Wanted to Improve

To try and raise attainment in reading.

What Would Success Look Like?

1. Children to use multiple reading strategies when decoding
2. For children to read for meaning
3. For children to become independent readers

How Did I Approach It?

Weeks 1-2

- Selected small group of children.
- Completed running records
- Began instructional work on 3 sharings
- Now the children are aware of how to structure the discussion and what is expected of them, this means I can begin to record discussion next week

Weeks 3-4

- Regular Three Sharings discussions
- Tally mark completed on interactions
- Organisation of reading coaching is becoming more automatic
- Children have now been taught 9 reading strategies using the Twinkl strategy posters

Weeks 5-6

- Selected small group of children
- Completed running records
- Began instructional work on 3 sharings
- Now the children are aware of how to structure the discussion and what is expected of them, this means I can begin to record discussion next week.

My Context Primary School, Renfrewshire

Ofsted Rating **N/A**

Free School Meals **N/A**
(National Average 24.9%)

Pupils **428**

Ages **4-12**

Gender **Mixed**

School Type
Primary

Resources and Cost Required

No cost, little effort!

Results and Conclusions

Success criteria	What changed?	Why?
<p>Children to use multiple reading strategies when decoding</p> <p>For children to read for meaning</p> <p>For children to become independent readers</p>	<p>Children began to use other strategies than just sounding</p> <p>Children began discussing books more with peers and adults</p> <p>Initially, children became more dependant as they weren't sure of the routine or structure.</p>	<ul style="list-style-type: none"> • Other strategies were being taught explicitly and children were encouraged through coaching to use them. • Three sharings and paired reading encouraged discussion surrounding the meaning of the text they were reading • There were lots of ruiles and routines to learn surrounding coaching for the children to become independent. Once these were remembered by the children, it increased independence.

Overall Rating and Recommendation



Children had a considerably more time reading than in the old style of reading lessons. This obviously equates to improved attainment. Children began to become more independent in using a variety of strategies when reading and were coached specifically to their individual needs. This allowed children to move away from purely sounding words. By having whole class and paired discussions and using the 3 sharings, the children were encouraged to discuss texts openly and freely. This encouraged them to look for meaning in what they have read. However, for the pedagogy to be truly effectively, it would need to be sustained over a long period of time for the children to become truly independent.