

# PIRLS 2016 - Ireland

## Reading in the Classroom

As part of PIRLS 2016 in Ireland, pupils and their Fourth Class teachers were asked about their experiences of reading in the classroom.

### Engagement in Reading Lessons

- Over 3/5 of pupils (62%) were **very engaged**, while only 4% were **less than engaged** in reading lessons.
- Girls were more engaged than boys in reading lessons. Twice as many boys (6%) felt **less than engaged** in reading lessons.



### Activities During Reading Lessons

Popular activities used on a daily basis included:

- Pupils **reading aloud** (85%).
- Pupils **reading silently on their own** (71%).
- Teacher **reading aloud to pupils** (68%).

- **Post reading:** pupils **orally summarising or answering questions** on what they had read (79%).

### Organisational Strategies in Reading Lessons

Pupils' teachers used the following approaches **always or almost always or often**:

- **Whole-class** instruction (74%).
- Pupils **work independently** (52%).
- Reading in **mixed-ability** groups (41%).
- Reading in **same-ability** groups (38%).
- **Individualised instruction** (28%).



### Reading Homework

- Many pupils (69%) received **reading homework daily**, compared to only 29% on average across PIRLS countries.
- However, 55% of pupils were expected to spend **15 minutes or less** on their reading homework, suggesting a 'little and often' approach by teachers.

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PIRLS 2016, visit:

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### Materials Used

**Literary texts** (short stories, longer fiction books) were more regularly used than **informational texts** (subject textbooks, non-fiction books and articles).

**Digital texts** were used relatively rarely. In 2016, 61% of pupils in Ireland did not use computers/tablets in reading lessons.

### Resources for Pupils Struggling with Reading

Teachers of almost all pupils reported that they either **always** (63%) or **sometimes** (35%) had a **specialised professional** available to help pupils who have difficulty reading.



### Teachers' Engagement in Reading-Related CPD

Teachers of most pupils (90%) completed some **reading-related CPD** in the two years prior to PIRLS 2016, an increase from 63% in 2011.

In 2016, 55% of pupils had teachers who had spent **6+ hrs** on **reading-related CPD** in this period, compared to just 28% in 2011.