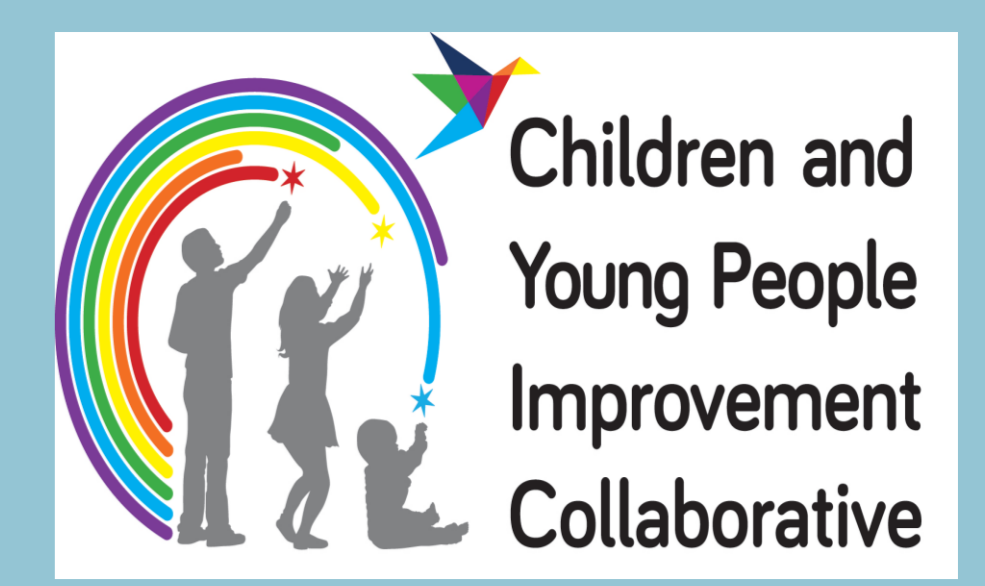


# Improving Writing Outcomes for P5 Children Ladybank Primary School

Jillian Bell, Teacher  
Lesley O'Brien, Head Teacher



## Stretch Aim: By March 2019, 80% of children in P5/6 will have achieved CfE First Level Literacy Outcomes in Writing (baseline 68%).

**Aim 1:** By 21<sup>st</sup> December 2018, 80% of P5/6 children will be consistently writing 3 correctly punctuated sentences within pieces of independent writing (baseline: 45%).

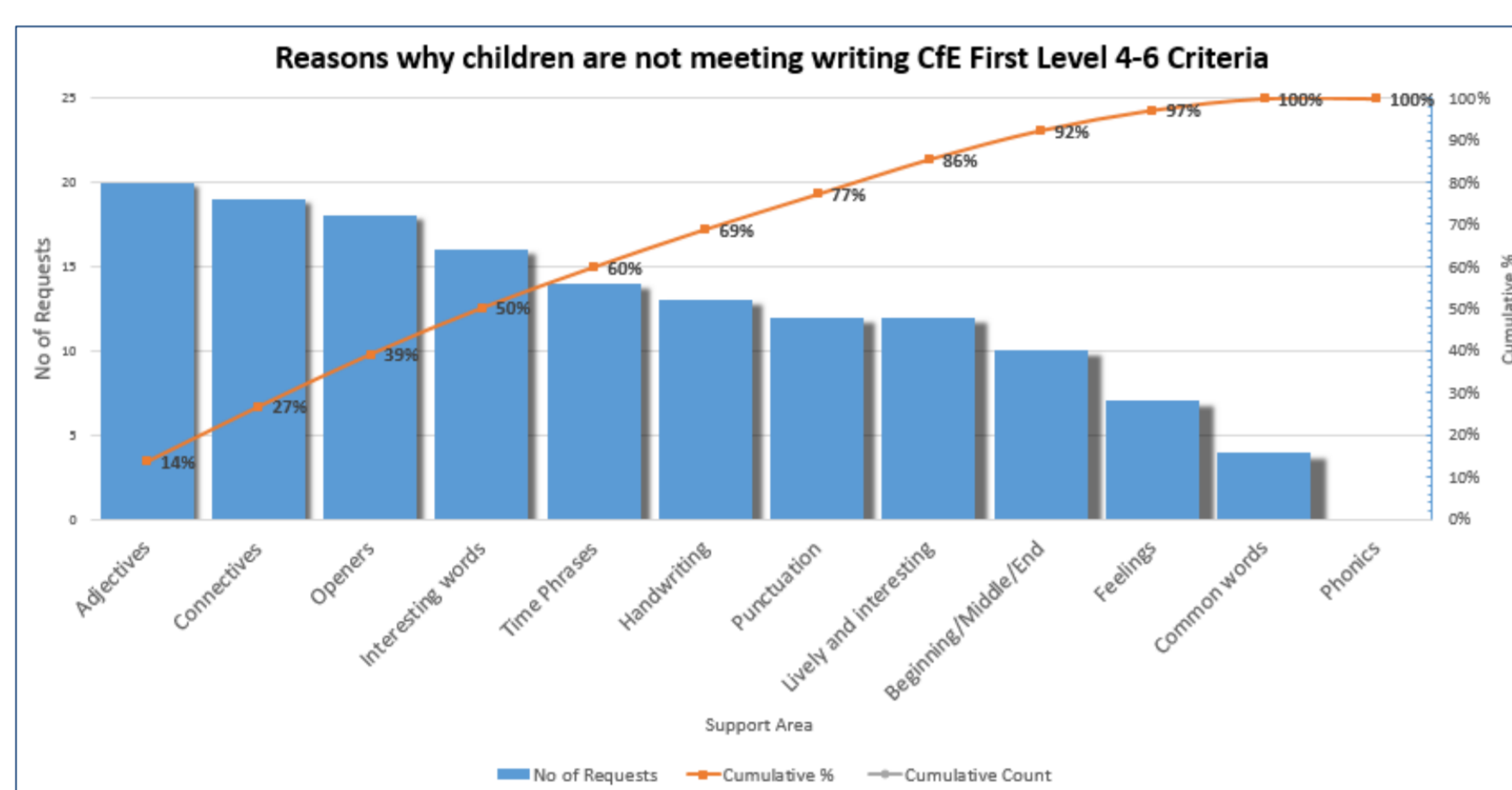
**Aim 2:** By 30<sup>th</sup> October 2018, 80% of P5/6 children will be using 3 different adjectives correctly within pieces of independent writing (baseline: 9%).

**Aim 3:** By 21<sup>st</sup> December 2018, 80% of P5/6 children will be consistently using 3 different connectives correctly within pieces of independent writing (baseline: 14%).

**Aim 4:** By 01<sup>st</sup> February 2019, 80% of P5/6 children will be consistently using 3 different openers correctly within pieces of independent writing (baseline: 18%).

## Method

We assessed a cold piece of writing against CfE First Level Writing criteria for each learner. This baseline assessment was used to create a pareto chart to refine our improvement focus and supported professional dialogue on what should be our classroom aims.

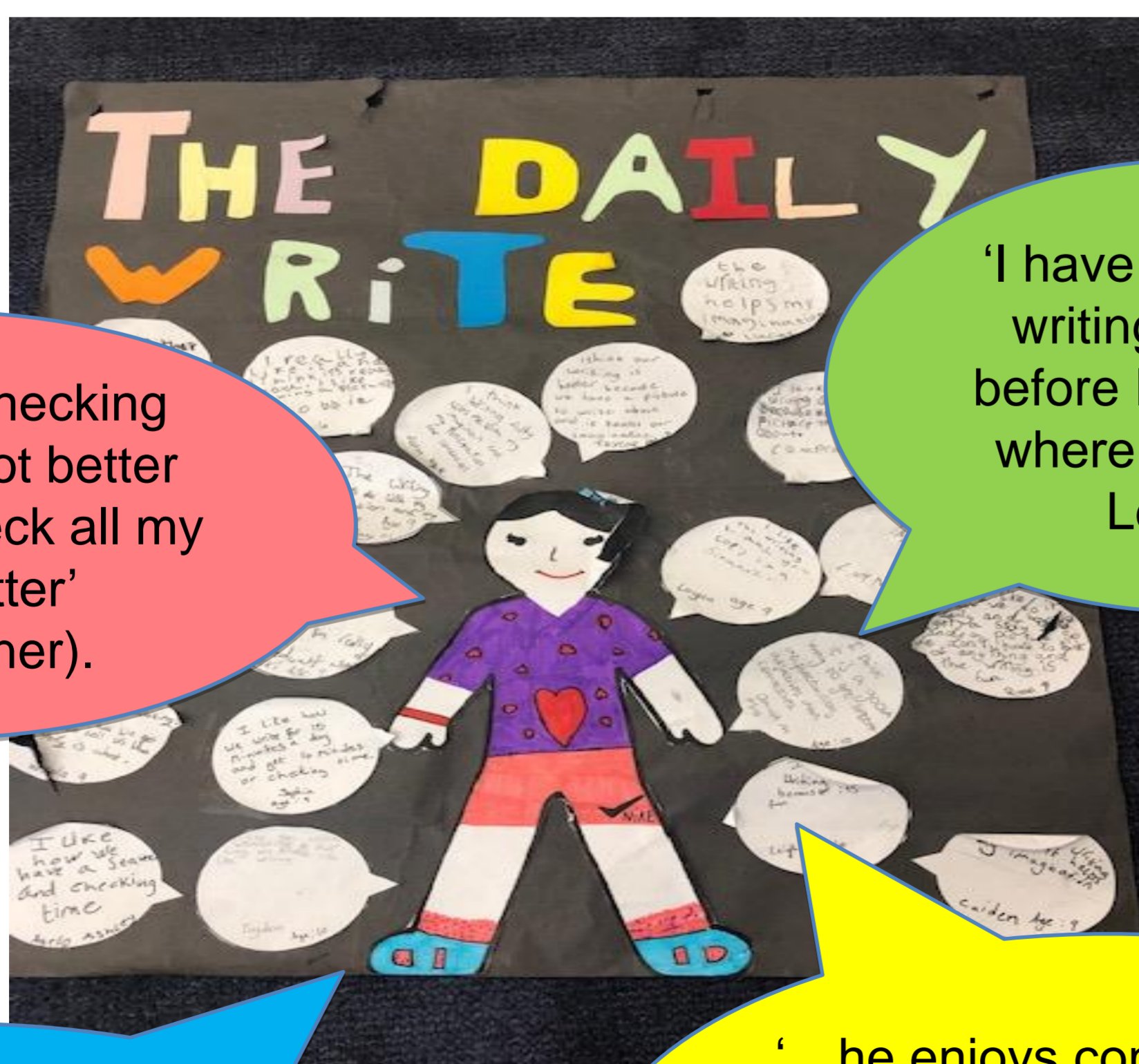


## Process Change

- Daily Writing introduced – 20 minutes of focused writing and 5 minutes of checking time
- Pobble 365 used as a stimulus (story starter).
- Learning intention and success criteria shared every day.
- Teacher modelling correct / incorrect aspects of writing aligned to success criteria
- The progress of the class was charted daily and was a visible display within the classroom.

## Achievements

- The percentage of children who achieved CfE First Level Writing outcomes increased from **68-95%** from September 2018- March 2019.
- P5 targeted children increased from **58-100%**.
- Aims 1-4 were accomplished!
- Over 80% of P5/6 children were consistently achieving 3 or more correctly punctuated sentences within their independent writing within 27 academic days.
- Over 80% of P5/6 children were consistently achieving 3 or more different adjectives within their independent writing within 3 academic days.



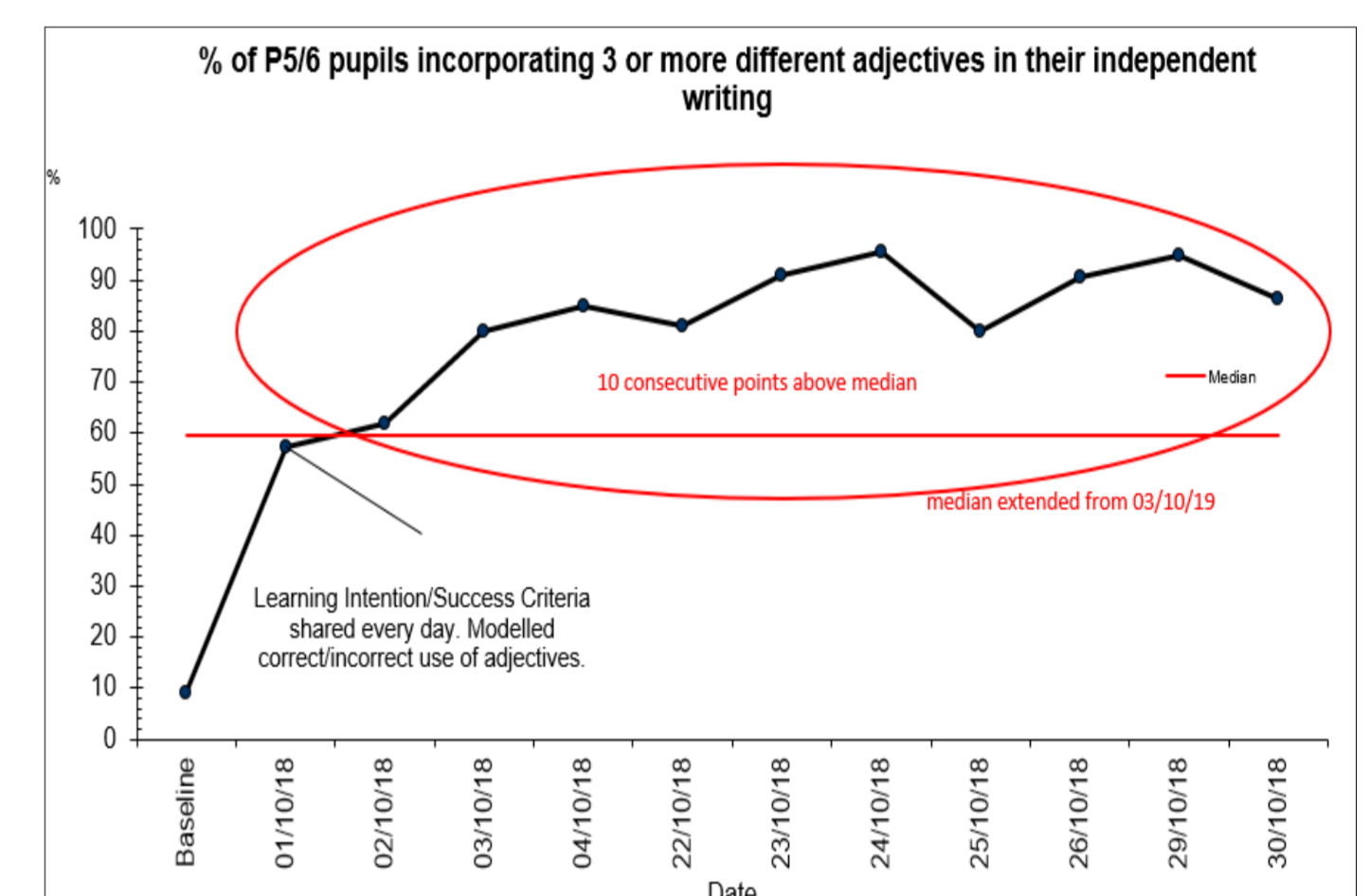
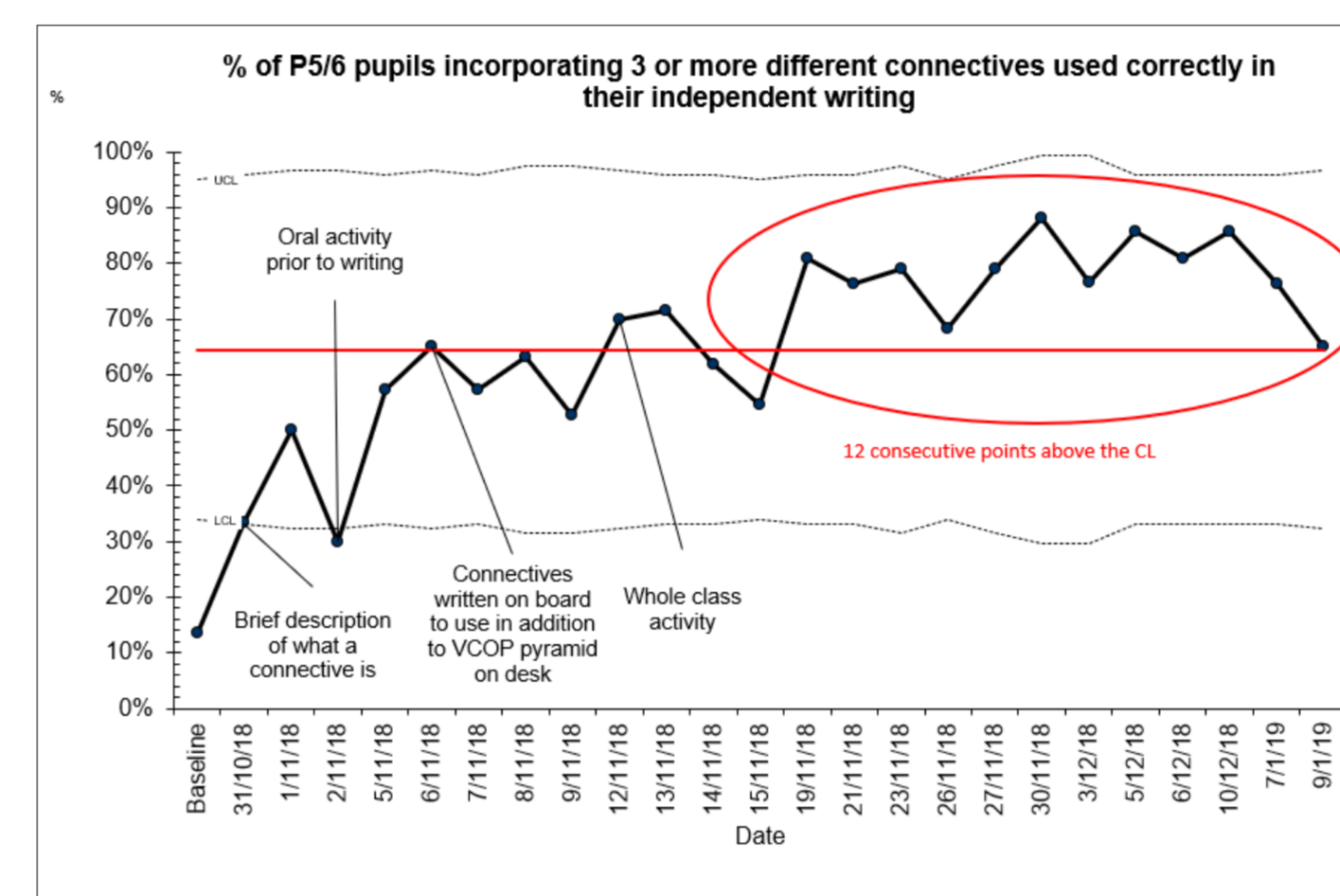
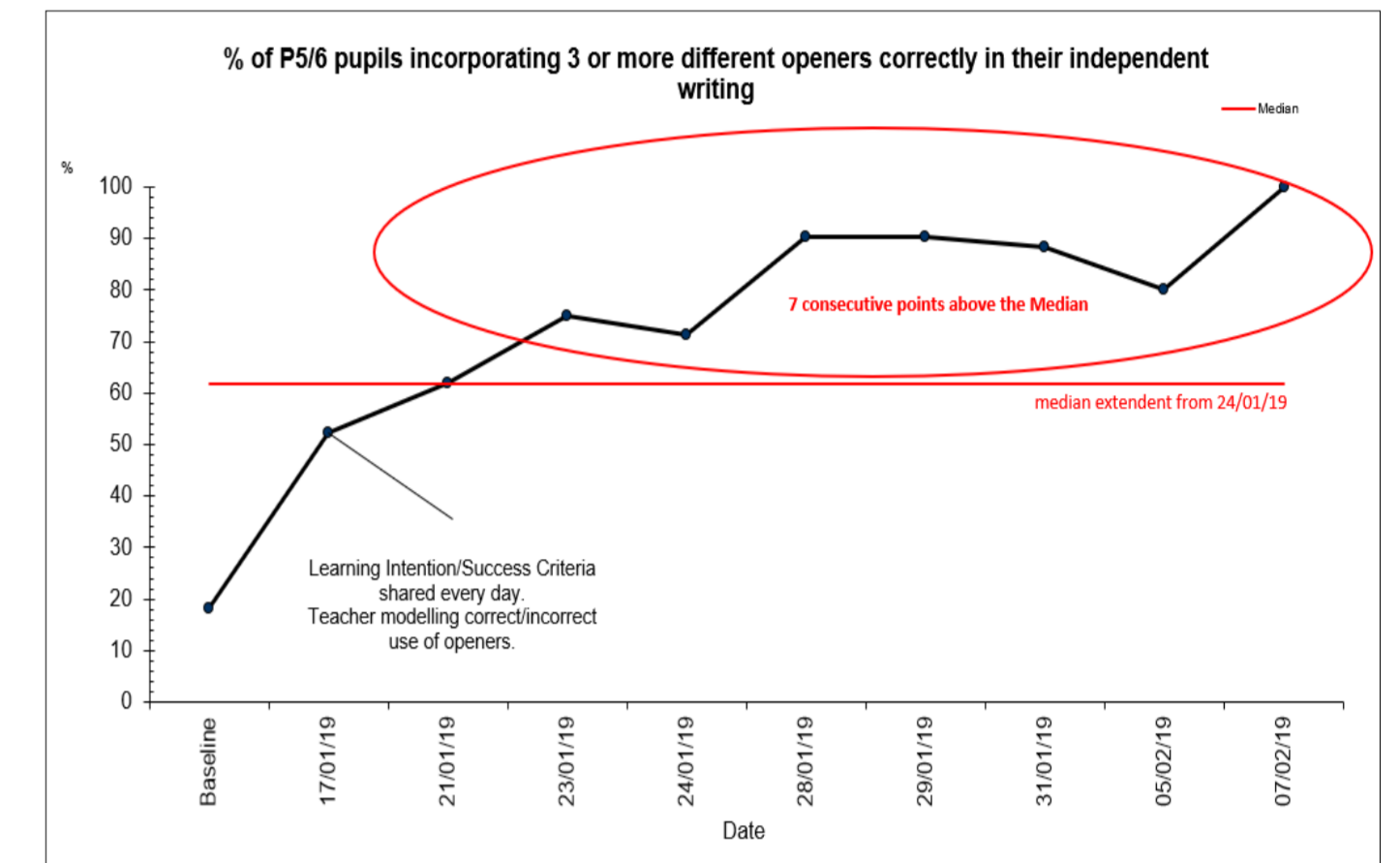
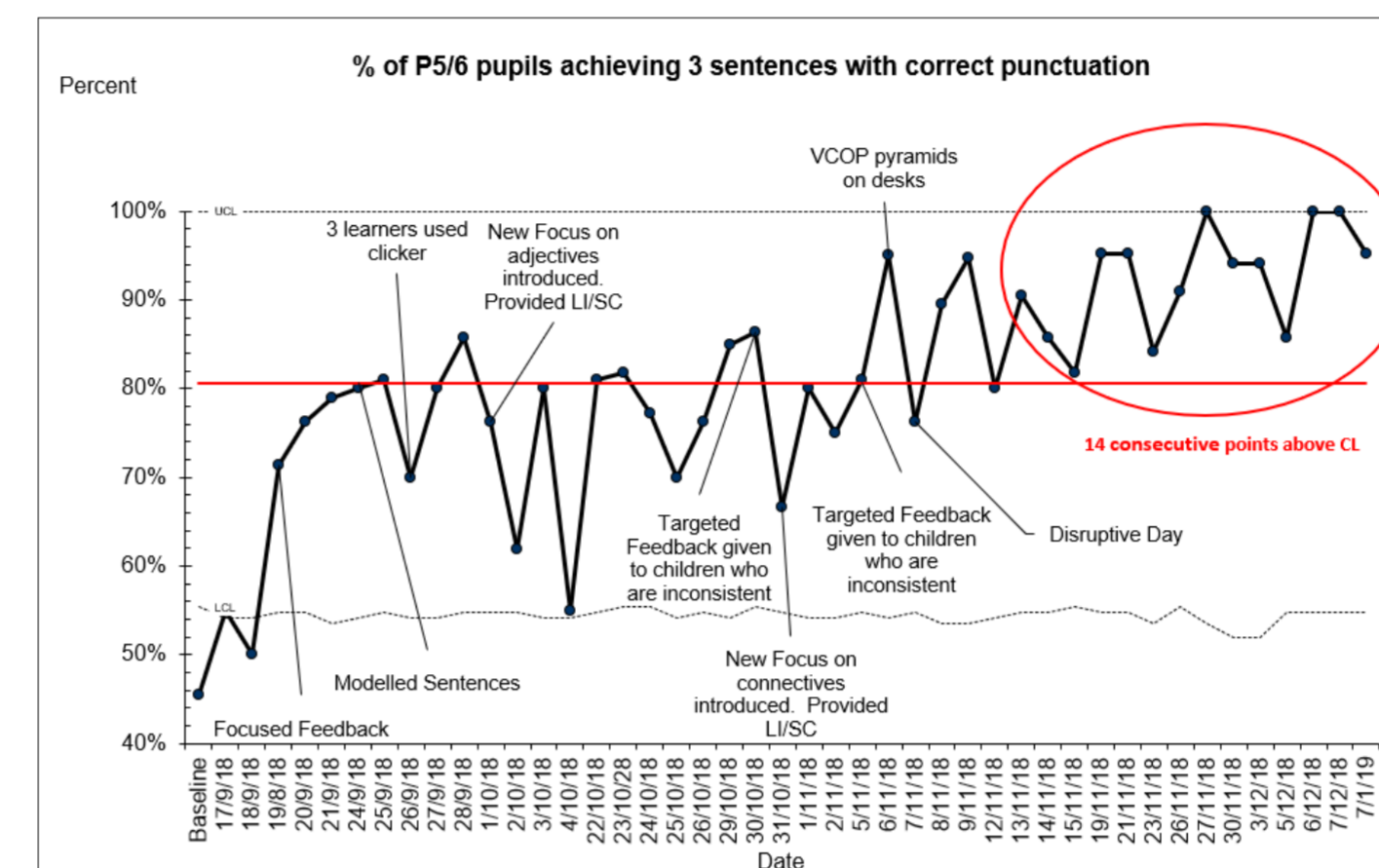
'I think my checking skills have got better and I now check all my work better' (P5 Learner).

'I have got better at writing stories as before I didn't; know where to start' (P5 Learner)

A 'new found' love of writing by children who have hated the writing process in the past (P5 Teacher).

'...he enjoys coming home and talking about the ticks he got in his daily writing, We feel this is really helping in his confidence in writing' (Parent)

## Results



## Conclusions

- Small defined targets (e.g. punctuation, adjectives etc.) enabled the children to have a clear idea of how to be successful.
- Clear Learning Intention and Success Criteria shared every day coupled with teacher modelling correct/incorrect aspects of writing led to improvements.
- Targeted feedback supported children to achieve success criteria.
- The engagement of the children has been fundamental to its success!
- Extended editing time proved helpful when children were provided several success criterion.
- In January writing was reduced to 3 times per week and this did not impact children's achievement of Success criteria.

## Key Learning Points

- Shorter writing times engage reluctant writers and focuses the more able to get straight into the story. As a result writing is more lively and interesting.
- Modelling of a new focus area made a difference in the early stages and also facilitated whole class discussion on common errors.
- Daily writing provided greater teacher insight as to where all children were in their writing and enabled targeted next steps.
- Marking work with children allowed verbal feedback and made data collection manageable
- Especially proud of individual achievements and progress of children who have always found writing difficult.

## Next Steps

- To sustain the engagement and momentum of the writing project long term.
- Transfer the focus to other writing genres to ensure the breadth of the curriculum.
- Apply QI approaches to other curricular areas that require improvement.