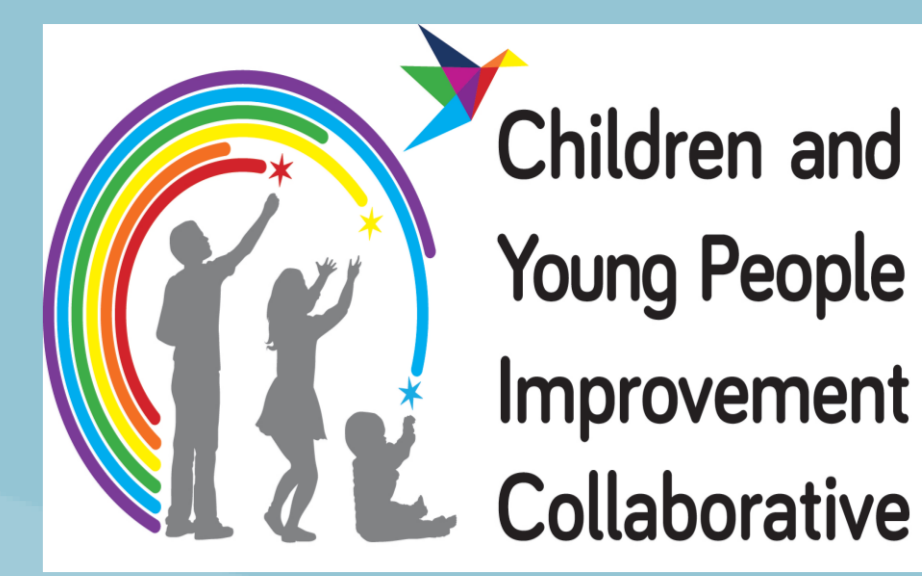


Improving Writing Outcomes for Primary 4 Pupils

Lochgelly West Primary School

Eve Hunter – Class Teacher



Stretch Aim: By June 2021 77% (17/22) of Primary 4 pupils will achieve First Level Writing.

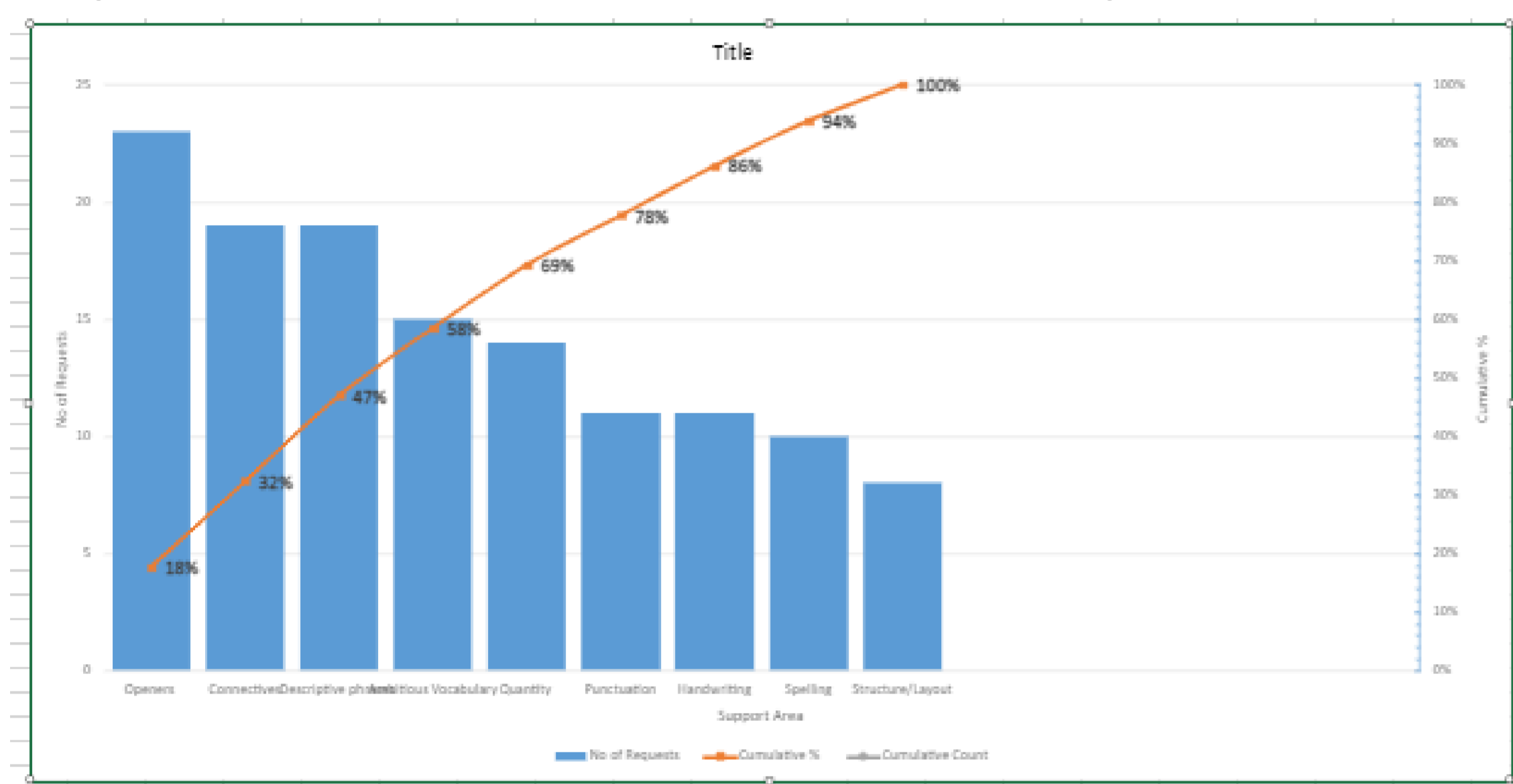
Aim One: 80% of P4 class will be able to use 3 different openers in a 20-minute piece of writing by May 2021 (baseline: 0%)

Aim Two: 80% of P4 class will be able to use 2 or more different connectives in a 20-minute piece of writing by end of May 2021 (baseline: 18%)

Aim Three: 80% of P4 class will be able to use 5 different adjectives* in a 20-minute piece of writing by end of June 2021 (baseline: 18%)

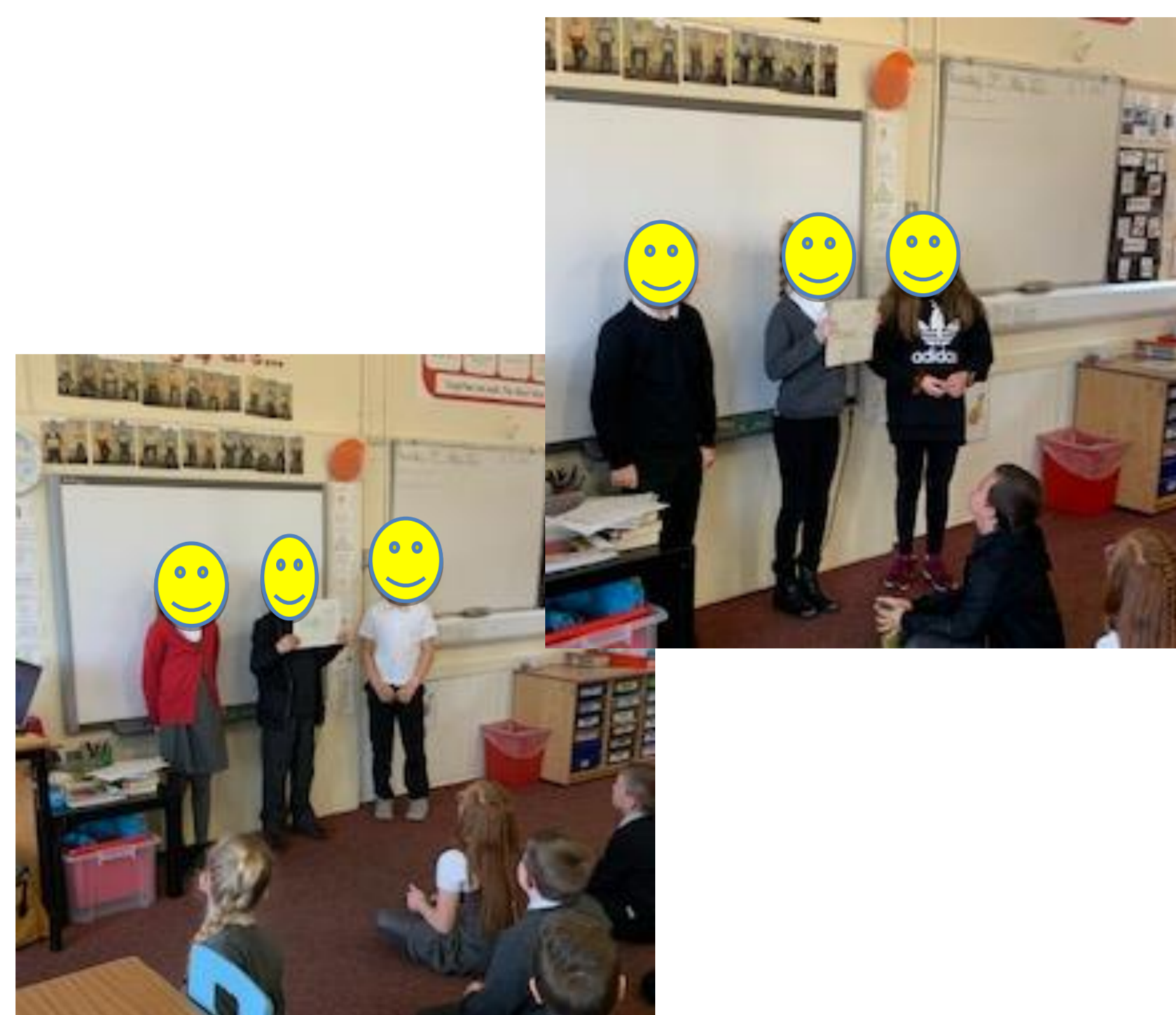
Method

Due to pupils learning from home during lockdown, a baseline was acquired by assessing a piece of writing from December 2020 that all pupils had completed in class. From this, a pareto chart was created that highlighted openers, connectives and descriptive phrases as the three initial areas to develop.



Process Change

- 20 minute writing introduced 3x a week, once using ICT.
- Mindfulness music
- Use of word mats
- Whole class examples
- Video / photo stimulus for writing
- Smartboard activities and games
- Self assessing
- Sharing data with pupils



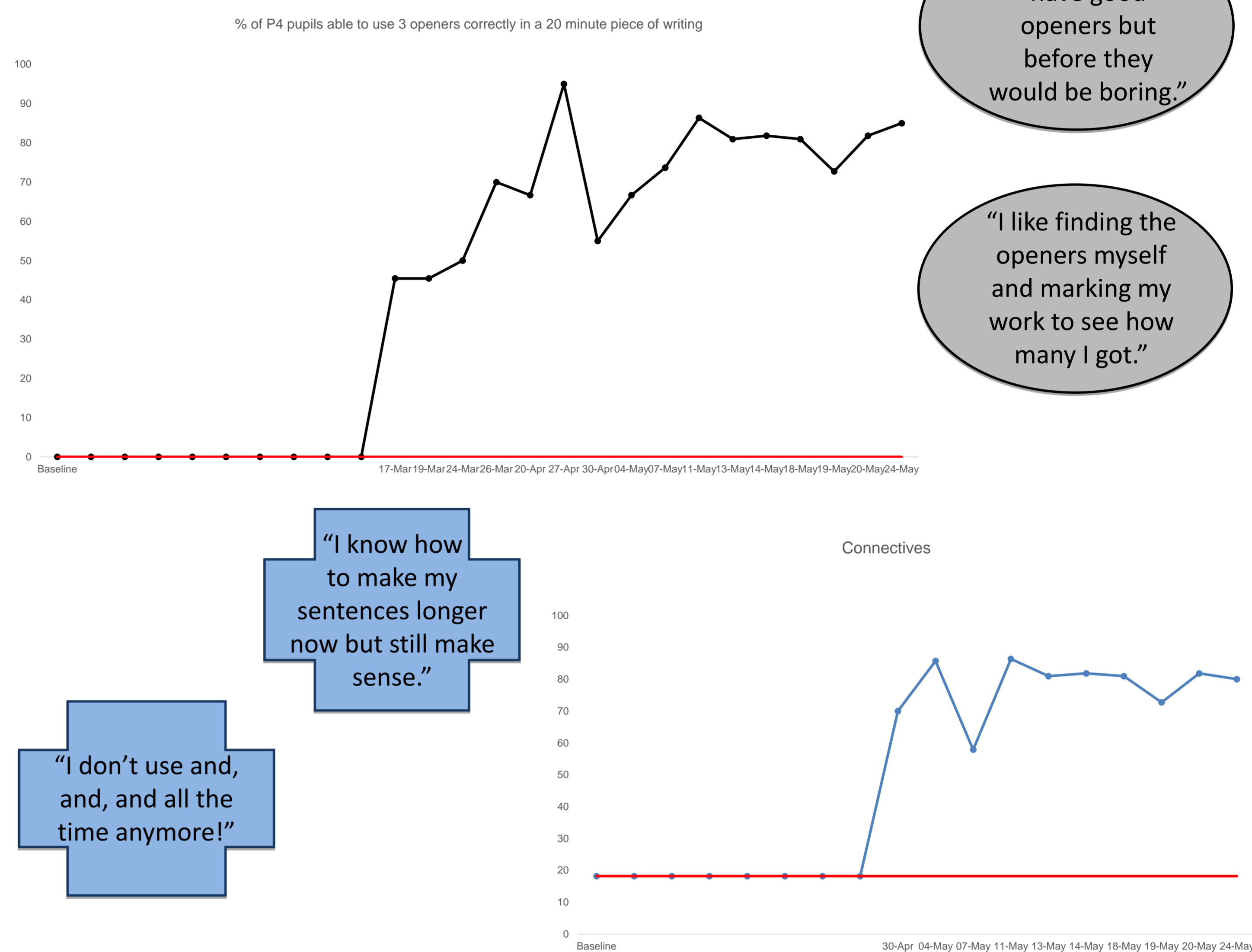
Achievements

- Notable improvement in confidence, enthusiasm and independence in writing in all learners.
- Despite planned classroom support decreasing considerably, significant progress was still made.
- By June 2021, 55% (12/22) of Primary 4 pupils had achieved First Level literacy.
- Personally, I (class teacher) have developed new skills in measuring and using data to improve progress in specific areas.

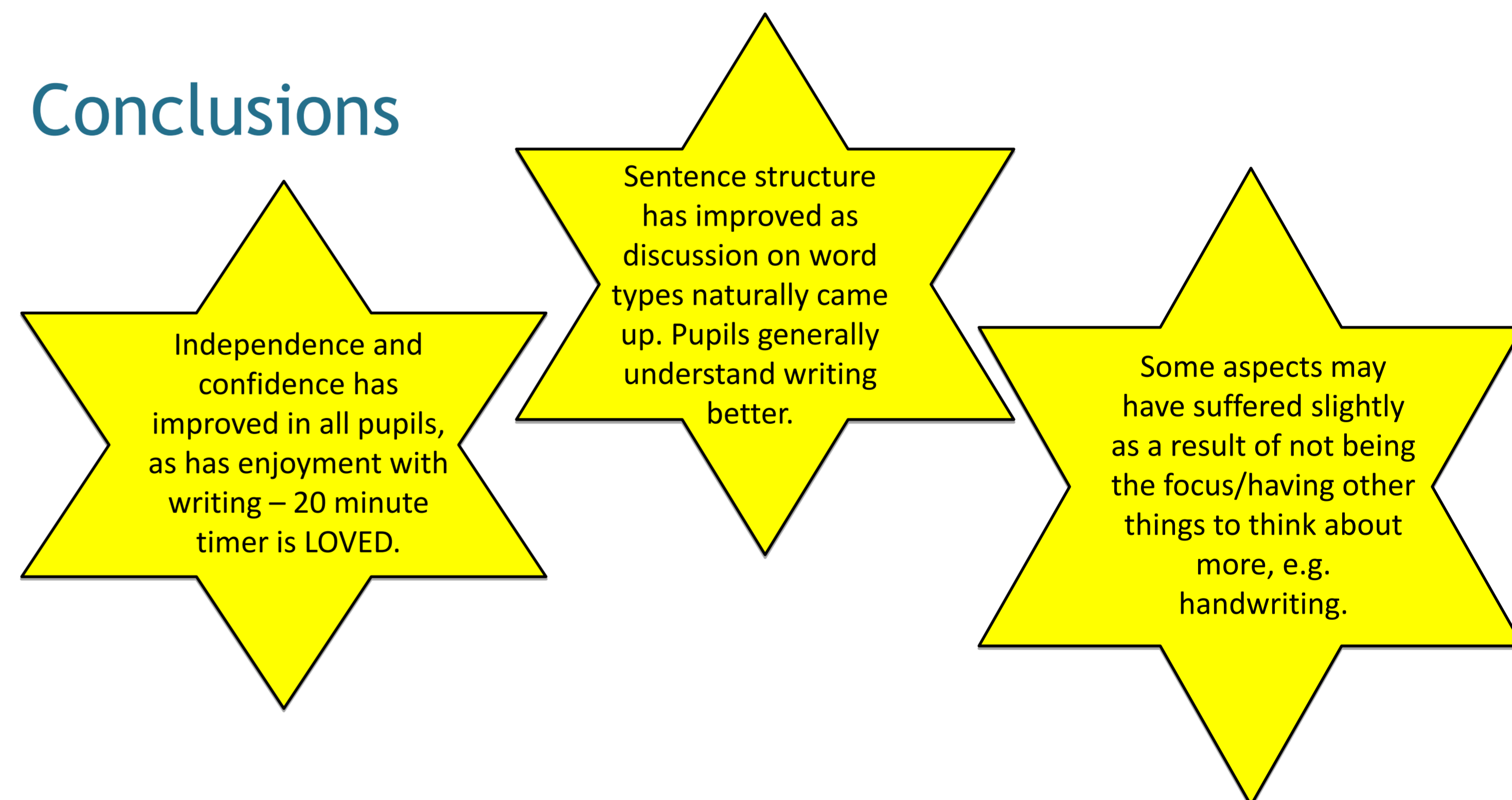
Next steps

- I would like to share this approach with Primary 4's next teacher and continue the strategies myself. However, it is clear there is still a group of children that are frequently not meeting the criteria and require further support. Ways of implementing this would be a priority to allow success for all.
- Implement the QI approach in other areas of the curriculum, such as numeracy.

Results



Conclusions



Key Learning Points

- The pareto chart was a great place to start – it gave me focus and highlighted areas I would not necessarily have prioritised.
- Consistent reinforcement of new and prior learning, through full lessons and shorter activities or games, was necessary and allowed for a deeper understanding from pupils.
- Monitoring and sharing progress was a positive experience for myself and the pupils. Being able to visibly see the progress being made was motivating for everyone and children frequently asked to see the charts.
- Self and peer assessing with more focused discussion has improved effort and understanding in how to use the features of writing correctly.
- The project proved to give all learners confidence in writing and even the most reluctant writers grew in independence and effort.