

# Improving Writing Outcomes for P6 Learners Crossford Primary School

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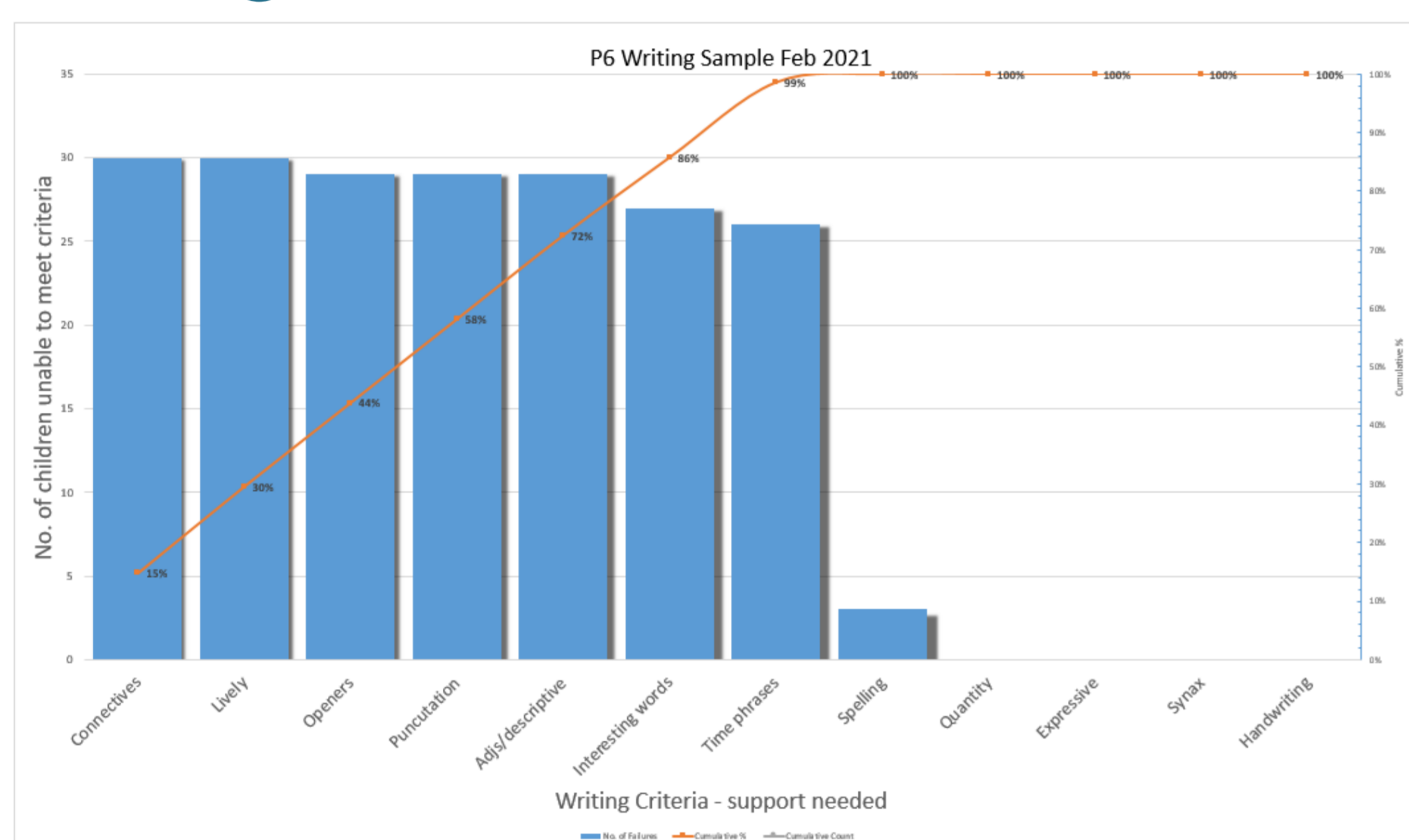
**Stretch Aim: By June 2021, 79% of P6 children will have achieved CfE second level consolidating writing outcomes (baseline Sept. 2020: 3%).**

**Aim 1: By May 2021, 70% of P6 children will use sophisticated connectives in a minimum of 2 sentences (baseline 0%).**

## Method

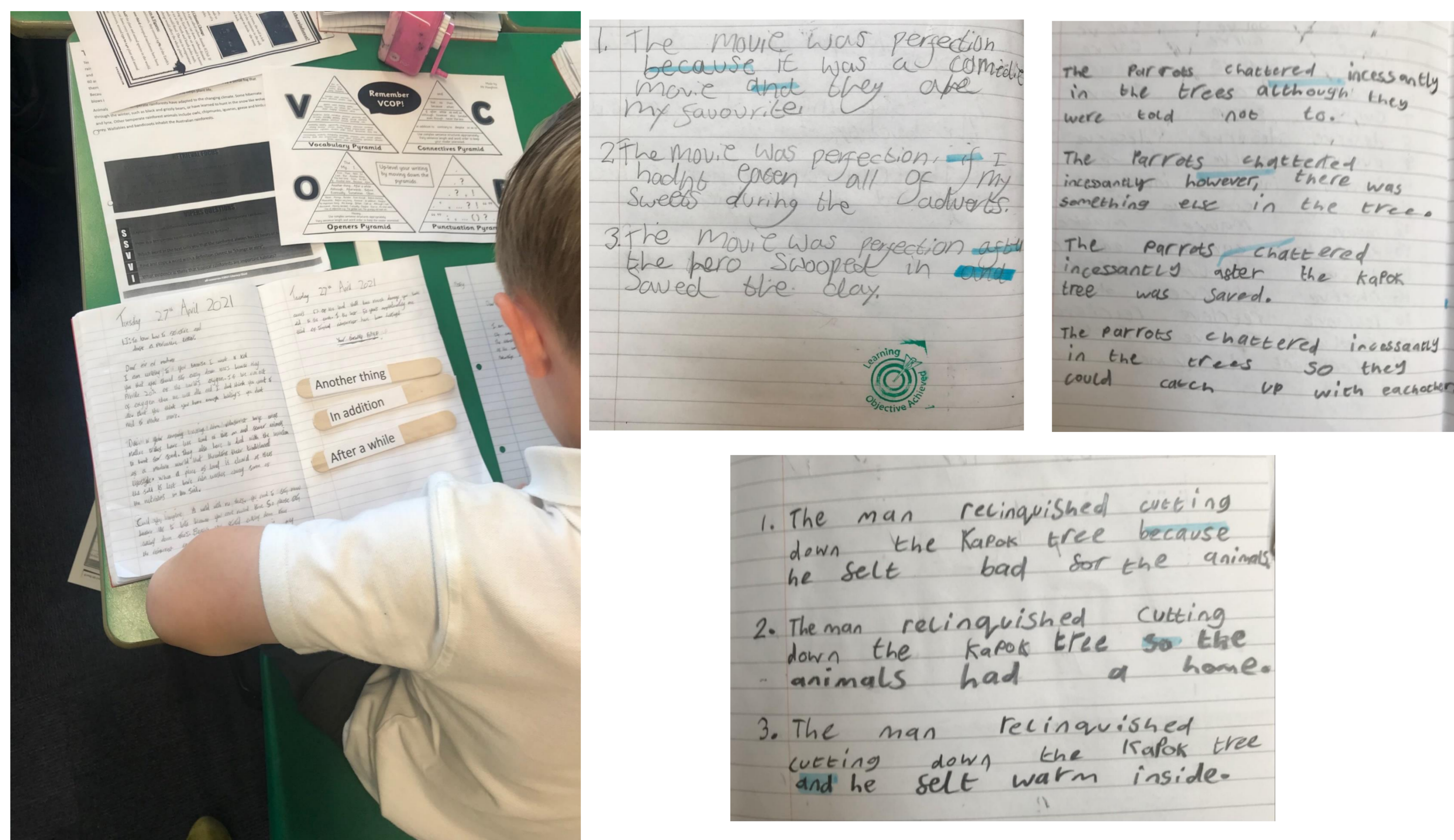
- Two baseline assessments were carried out against appropriate CfE writing criteria for each individual child. One of these pieces was produced by a focal group during lockdown, the other when the children returned to school.
- The baseline assessments were used to create Pareto Charts to refine improvement focus and classroom aims.
- Both Pareto's identified sophisticated connectives as key challenges for learners which became the focus for my improvement efforts.

## Process Change



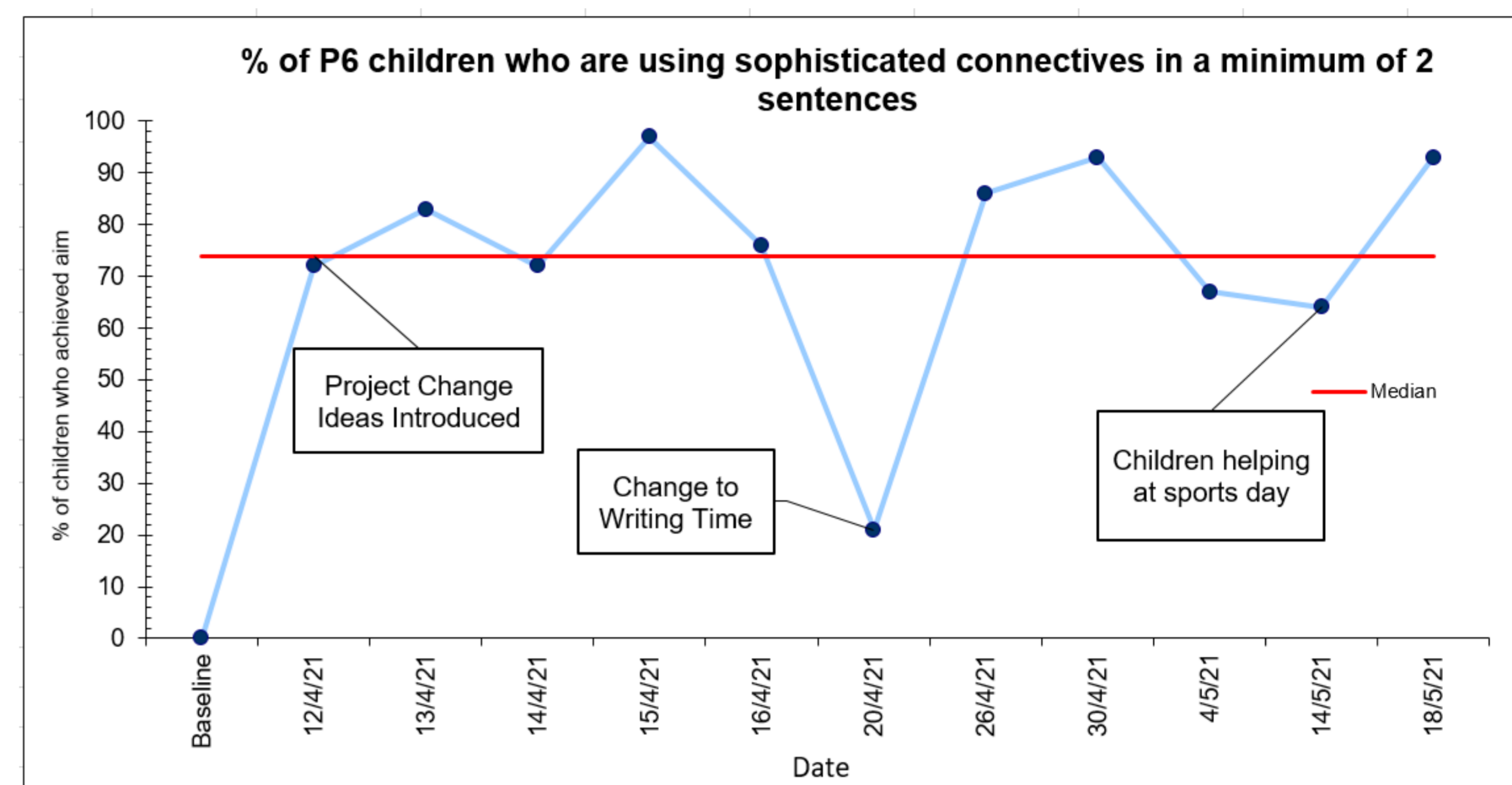
- Co-construction of sentence stem using word of the day with teacher instruction and modelling provided.
- All learners' had access to VCOP pyramid and connective lollipop sticks. (See photo below)
- Clear Learning Intention and Success Criteria discussed.
- Daily period of focused writing provided before examples shared orally as a class.

## Achievements



These examples show the development of the use of connectives from more simple e.g. because to more complex e.g. although. They also highlight the use of more than one connective in a sentence as well as the use of subject specific vocabulary tying into our Rainforest topic.

## Results



Results varied! Children responded best to a consistent time for writing. It's a busy time for the children with assessments and Sport's Day complicating implementation of daily write time.

## Conclusions

**Direct teacher instruction and modelling led to improvement in writing.**

**Don't assume! Before even simple connectives could be introduced to learners time had to be spent teaching basic sentence construction and identification of e.g. subject, verb and object.**

**Overall quality of writing when a larger piece was assessed improved. By May 2021 81% of P6 children had achieved CfE second level consolidating writing outcomes.**

## Key Learning Points

- Don't assume that the children know how to construct a sentence! Time was spent introducing syntax focusing on the ability of children to identify the subject, verb and object of a sentence.
- It was important to move forwards slowly. To begin with, I provided the sentence stem before moving on to co-construct with the children.
- Simple connectives were introduced first (BOA) before moving on to the identification and use of more complex connectives. Modelling and direct teacher instruction were critical here given issues over sentence construction.
- Sessions included opportunities for the children to share their best examples providing learners with the best opportunities to succeed.

## Next steps

- Look for the application of sophisticated connectives in other genres and pieces of written work.
- COVID restrictions affected the aims covered. This model will be used at the beginning of next academic year in order to focus on writing attainment over a longer period of undisrupted learning and teaching.