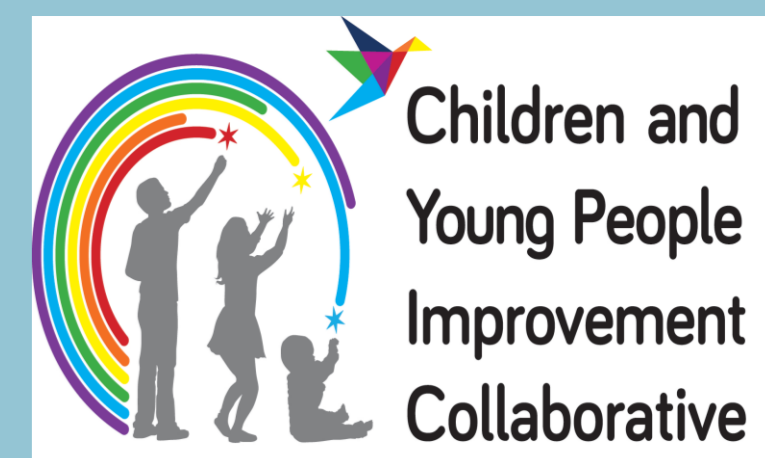


# Improving Writing Outcomes for P3 Learners

McLean PS  
Anna Stevenson P3a



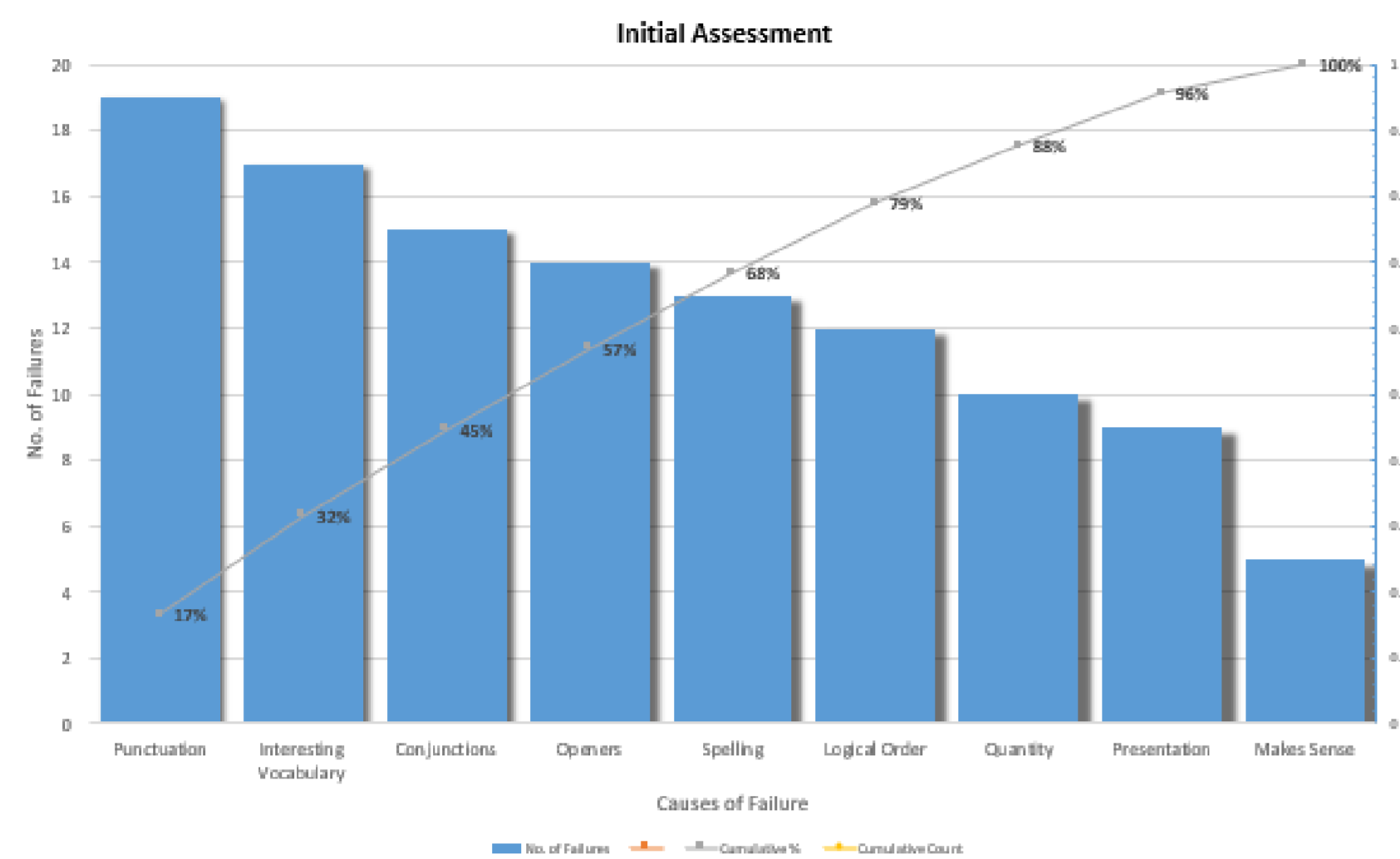
**Stretch Aim:** By June 2022 90% of P3a pupils will have achieved expected levels in first level writing (baseline 80%)

**Aim 1:** By March 14th 90% of P3a children will achieve 3 correctly punctuate\* sentences in their writing (baseline 32%)

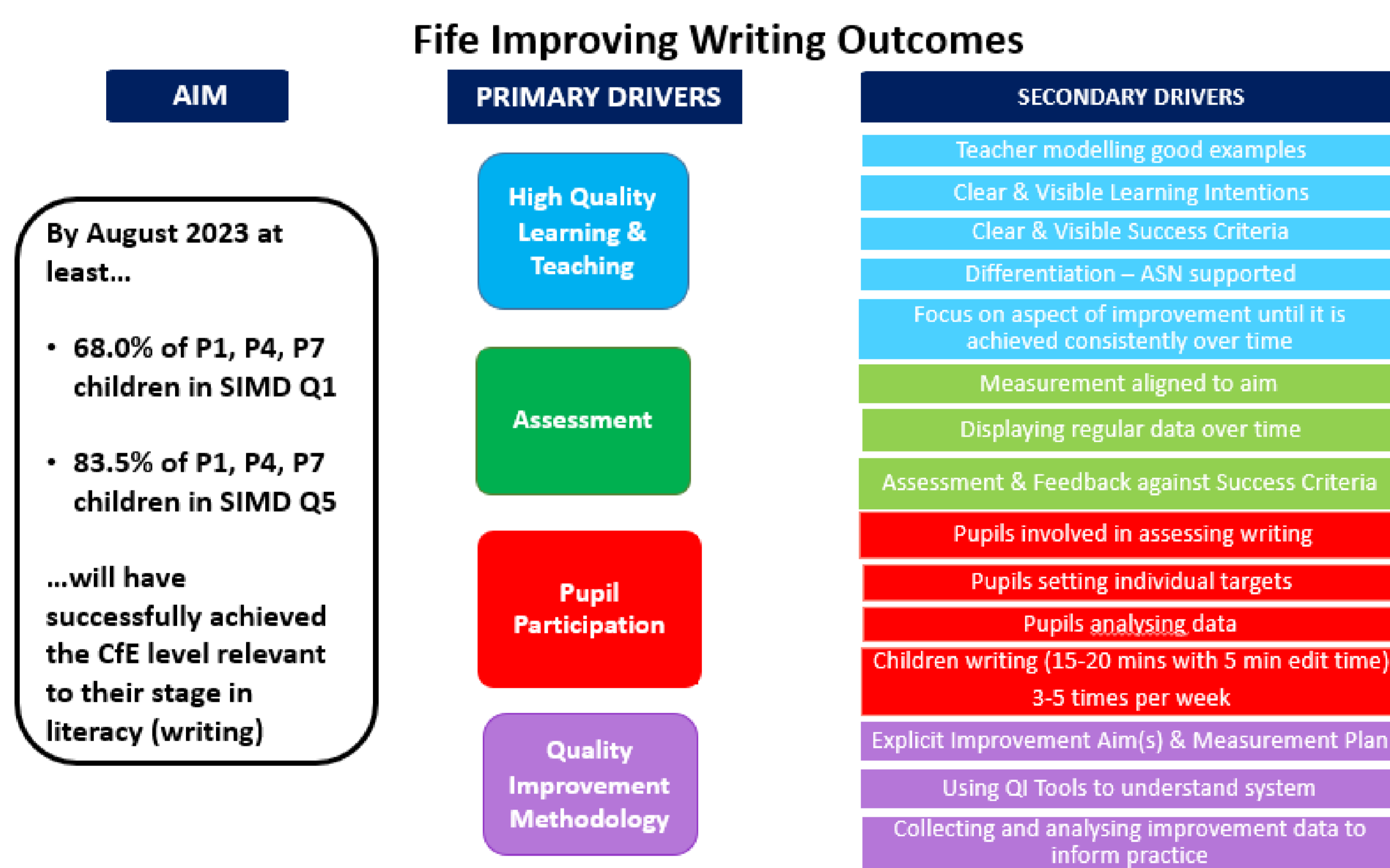
\*children can use basic punctuation including full stops followed by capital letters. Other may experiment with commas, question marks, exclamation marks and speech marks.

## Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Wave 6 programme.
- Carried out a baseline assessment against benchmark criteria.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was punctuation.



## Process Change



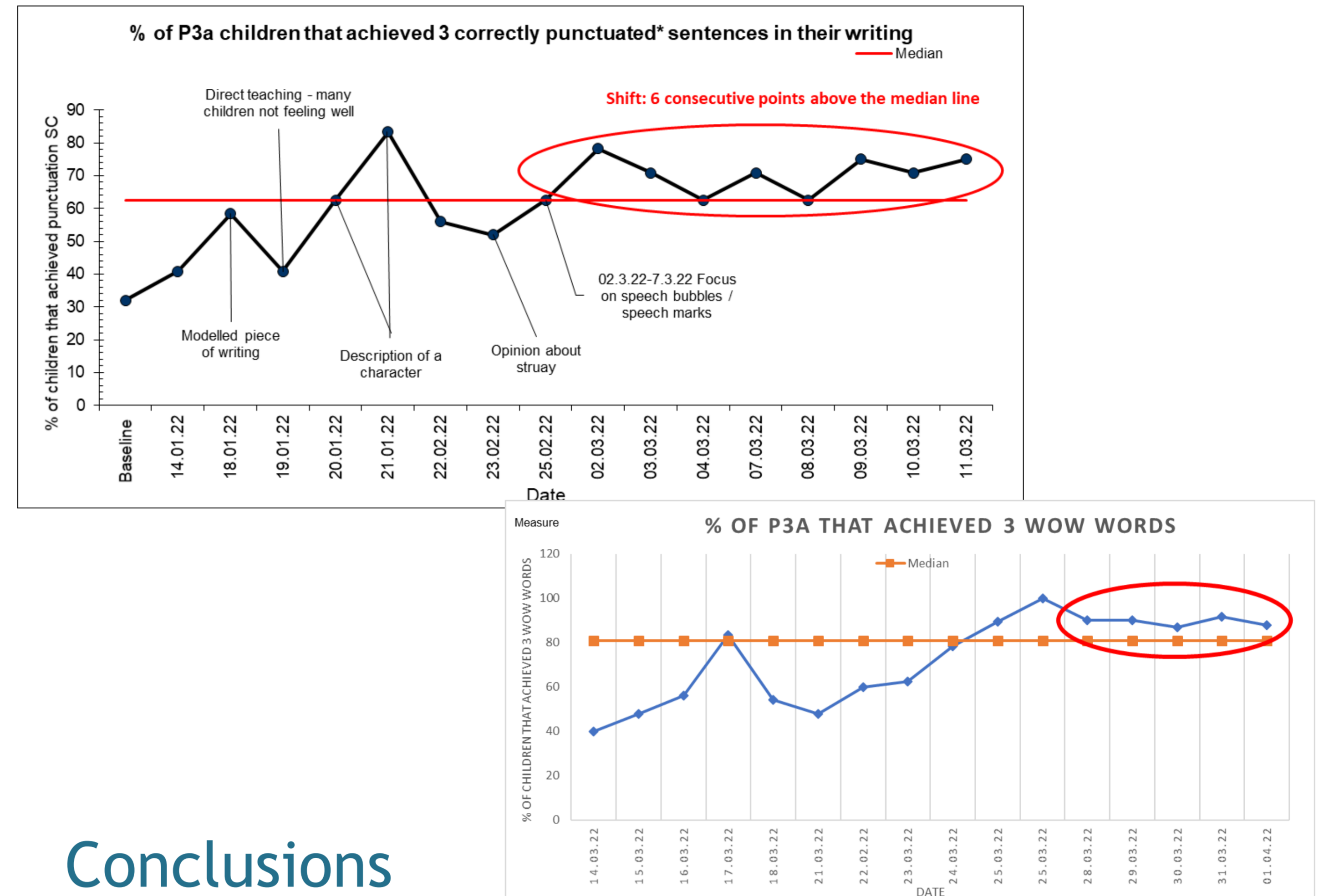
## Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to edit.
- Teacher input aligned to aim.
- Share Learning Intention and make Success Criteria explicit.
- Assess and feedback against Success Criteria.
- Involve Children in the process.

## Achievements

- By June 2022 90% of P3a pupils will have achieved expected levels in first level writing (baseline 80%)
- Aim 1: By March 14th 90% of P3a children were consistently achieving 3 correctly punctuated\* sentences in their writing (baseline 32%)
- Less confident learners started to give it ago and could independently write at their level by the end of the wave.

## Results



## Conclusions

Quality Improvement approaches helped me reflect upon how well I was teaching and give better targeted support.

"I knew what I had to do to get better at my sentences" – P3

## Key Learning Points

- Consistency is key – I was off sick at the start of the project and when I returned children weren't sure what our aim was.
- Children enjoyed the 100% club idea, motivated by friendly competition / writing star reward.
- Once we moved onto our second aim (vocab) many started to forget basic punctuation – ideas take over tools / technique.
- Daily writing led to more confident writers.
- Using visible thinking structure 'I see, I think, I wonder....' helped less confident learners memorize sentence starters for daily writing, however, out of this structure they would still struggle to think of ways to start a sentence without additional prompts support, such as coloured semantics and clicker.

## Next steps

- Move forward as a SIP priority for whole school next academic year.
- Use as an initial assessment / final assessment tool for writing and completing a level.