

Improving Writing Outcomes for P5-7 Learners

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Stretch Aim: By May 2023 62.5%* of P5-7 Pupils will have achieved their expected CfE level in Writing (Baseline Aug 22:12%).

*75% of class has very diverse range of needs

Teaching Aim 1: By 17th November 2022, 75% of P5-7 pupils will correctly punctuate* sentences within pieces of independent writing (baseline 17%).

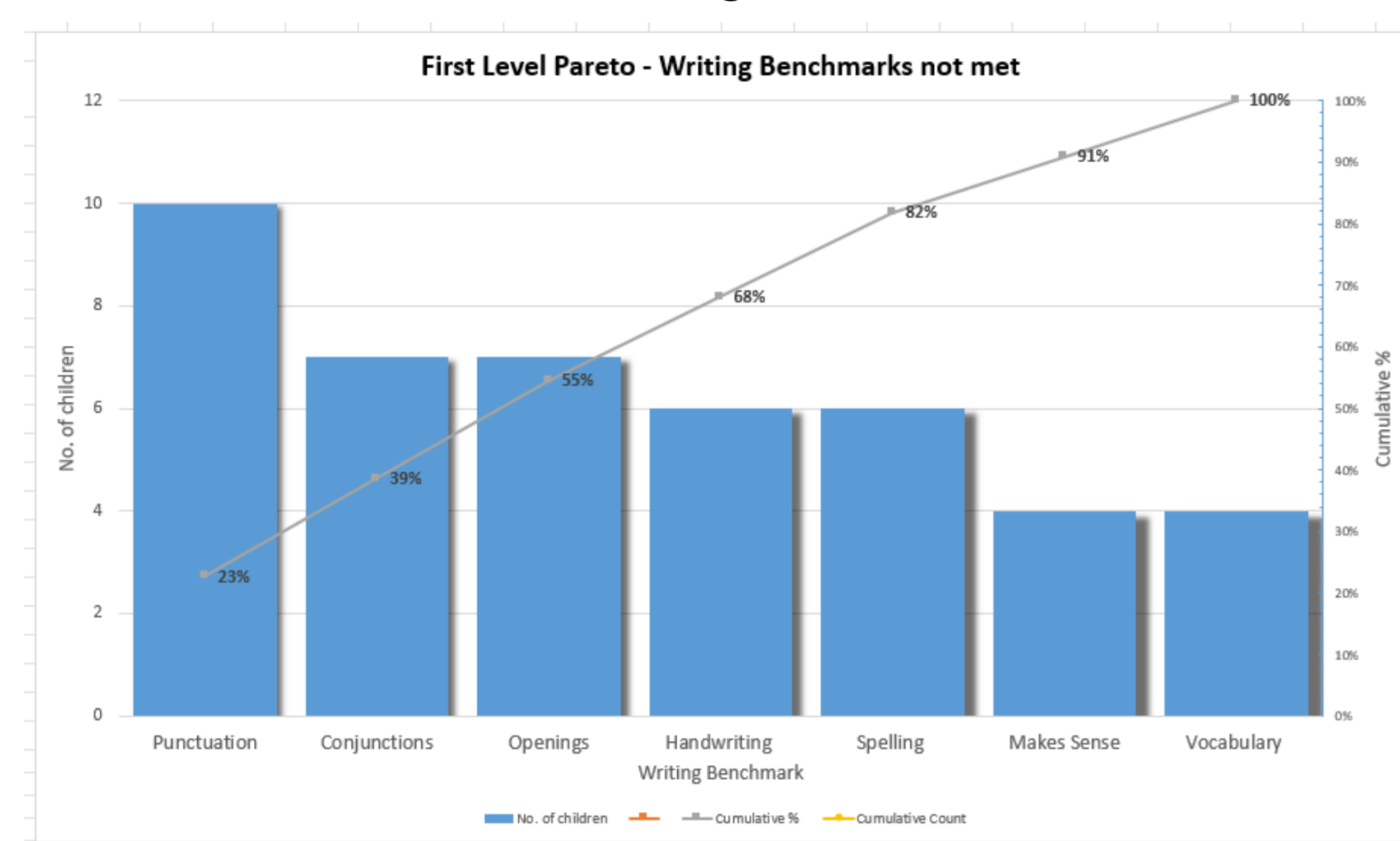
*At least 5-8 sentences using capital letters and full stops, exclamation marks or question marks.

Teaching Aim 2: By 31st January 2023, 85% of P5-7 pupils will be able to link their sentences by using a variety* of conjunctions (baseline 25%).

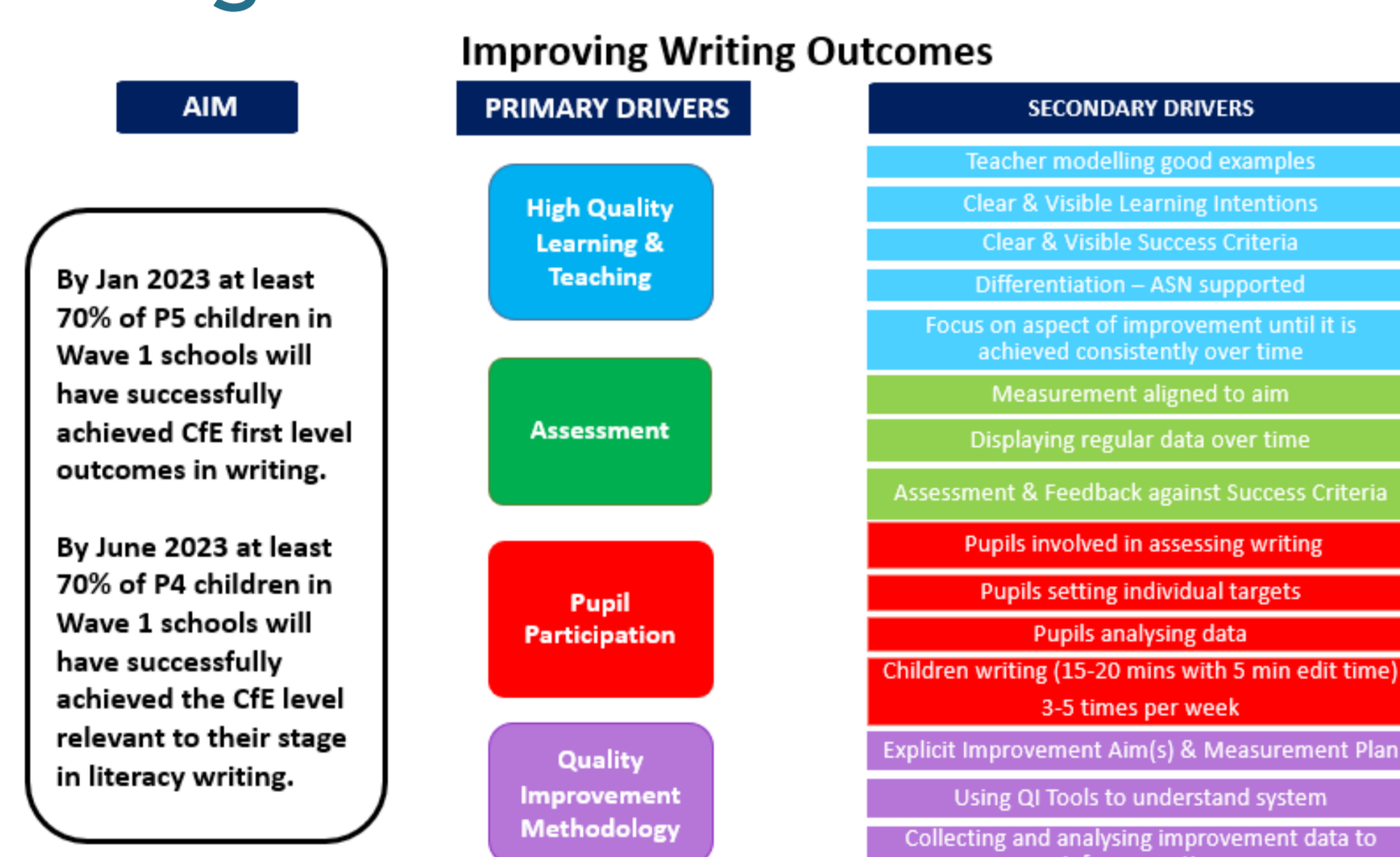
* 3 or more different conjunctions.

Method

- P567 Class Teacher attended Fife QI Improving Writing Programme (Wave 8).
- 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.
- The pareto chart informed our teaching aims.



Process Change



Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to self check.
- Teacher input aligned to aim (stimulus, dialogue, model).
- Share Learning Intention and make Success Criteria explicit.
- Differentiate the SC for different groups of learners but within the teaching aim.
- Assess and feedback against Success Criteria (use of Tickled pink/Green for growth linked to the SC).
- Involve children in the process! Daily drum roll and adding next point on class Run Chart.
- Celebration of pupil successes.
- Pupil check sheet to track SC as they write.
- Coaching and modelling on how to check and edit against SC.

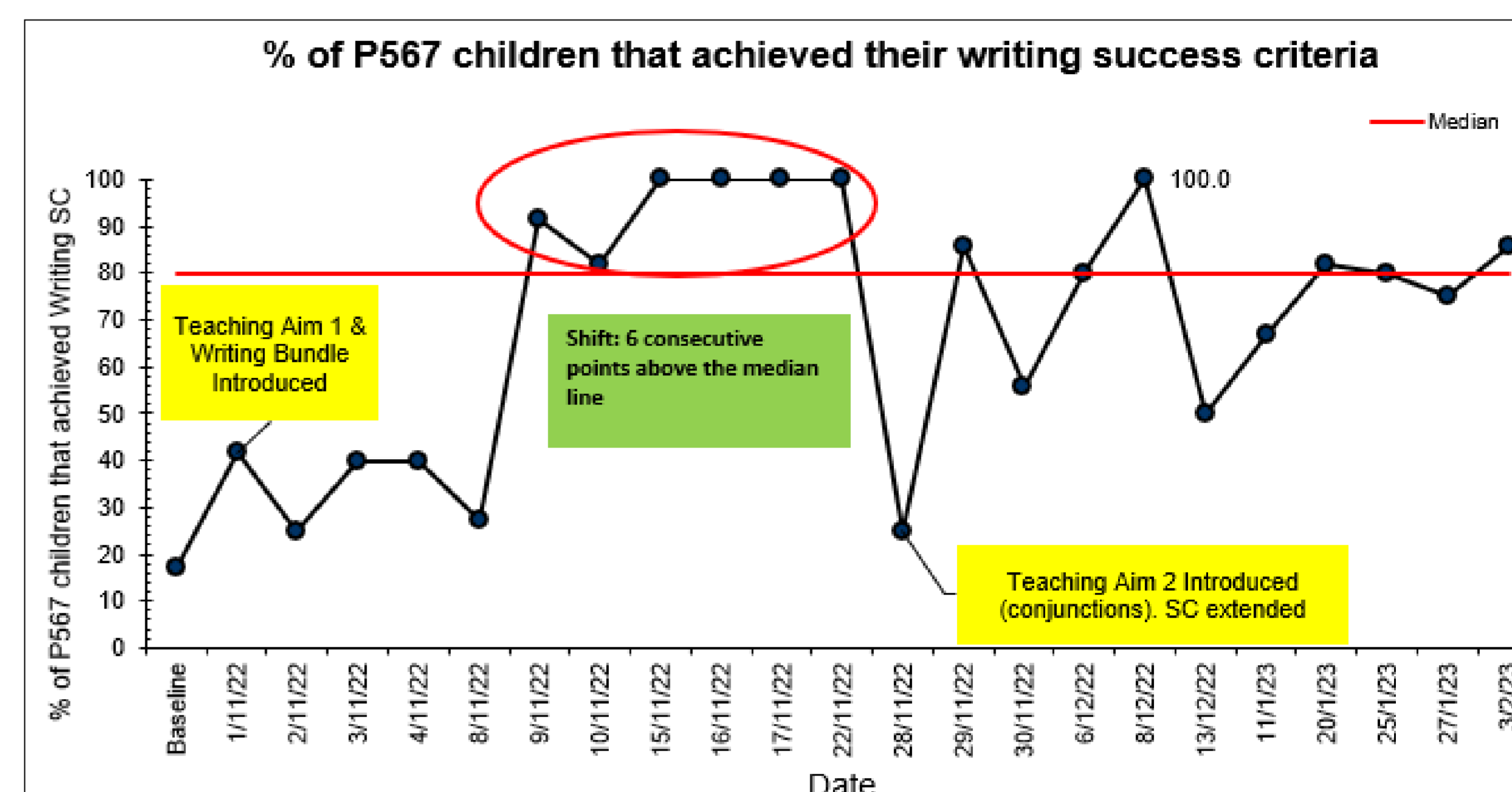
Achievements

By 12th May 2023, 85.7% of P5, 0% P6, 33% P7 children (50% overall class) achieved their expected CfE level in writing (baseline 12%).

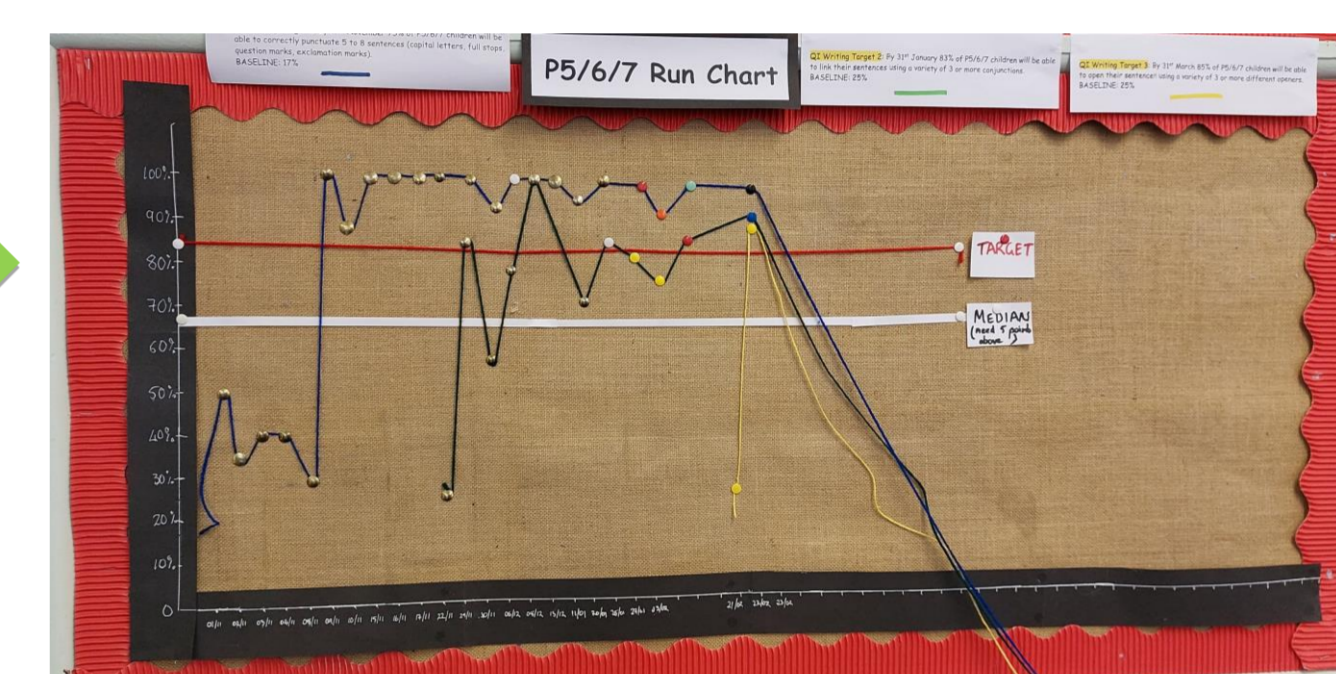
By 22nd November 100% of children achieved teaching aim (baseline 17%).

By 3rd February 86% of children achieved teaching aim 2 (baseline 25%).

Results



Classroom display, sharing run chart with children. Celebrating Success!



Conclusions

- Key drivers to success were: small, very specific writing targets, daily reminder and sharing of LI/SC, teacher modelling of achieving SC within context being used and sharing the results of previous QI write with children at start of next lesson – built excitement and allowed for celebration of successes.
- Differentiation within overall teaching aim allowed for success for learners at all stages.
- Learners were able to improve self assessment of writing during and after the process when coaching was provided on how to check and edit against SC.

"When can we write today?"

"I like writing now! QI writing helps me get better."

The journey was incredible especially in attitudes to writing in class and self-belief of some learners.

Key Learning Points

- For some learners, having a SC checklist beside them helped them keep on target and check their writing as they wrote.
- By using the overall teaching aim daily, extended texts could still be achieved by breaking down the writing process into short, 15-minute chunks.
- The most successful writing stimuli during the process were: class trip and the characters and storyline of our class novel.

Next steps

- To implement the QI writing programme at the start of a new session with a focus on Tools for Writing to build writing skills and confidence within learners.
- Progression to teaching aims and writing targets being related to the features of different text-types (still implement the QI writing bundle).
- Demonstration of a QI writing lesson to colleagues.