

# Improving Writing Outcomes for P3/4 Learners

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Stretch Aim (P3): By June 2023 85% of P3 pupils be working within their expected CfE level (First Level Progressing) for Writing (Baseline Oct 2022: 11%).

Stretch Aim (P4): By June 2023 75% of P4 pupils will have achieved CfE First Level in Writing (Baseline October 2022: 0%).

Teaching Aim 1: By 16th December 2022 85% of P3/P4 will consistently be using openers\* in a piece of text. (Baseline 45%).

\*SC P3: 2 or more different openers. P4: 3 or more different openers.

Teaching Aim 2: By end of January 2023 85% of P3/P4 will use the correct punctuation\*. (Baseline 50%).

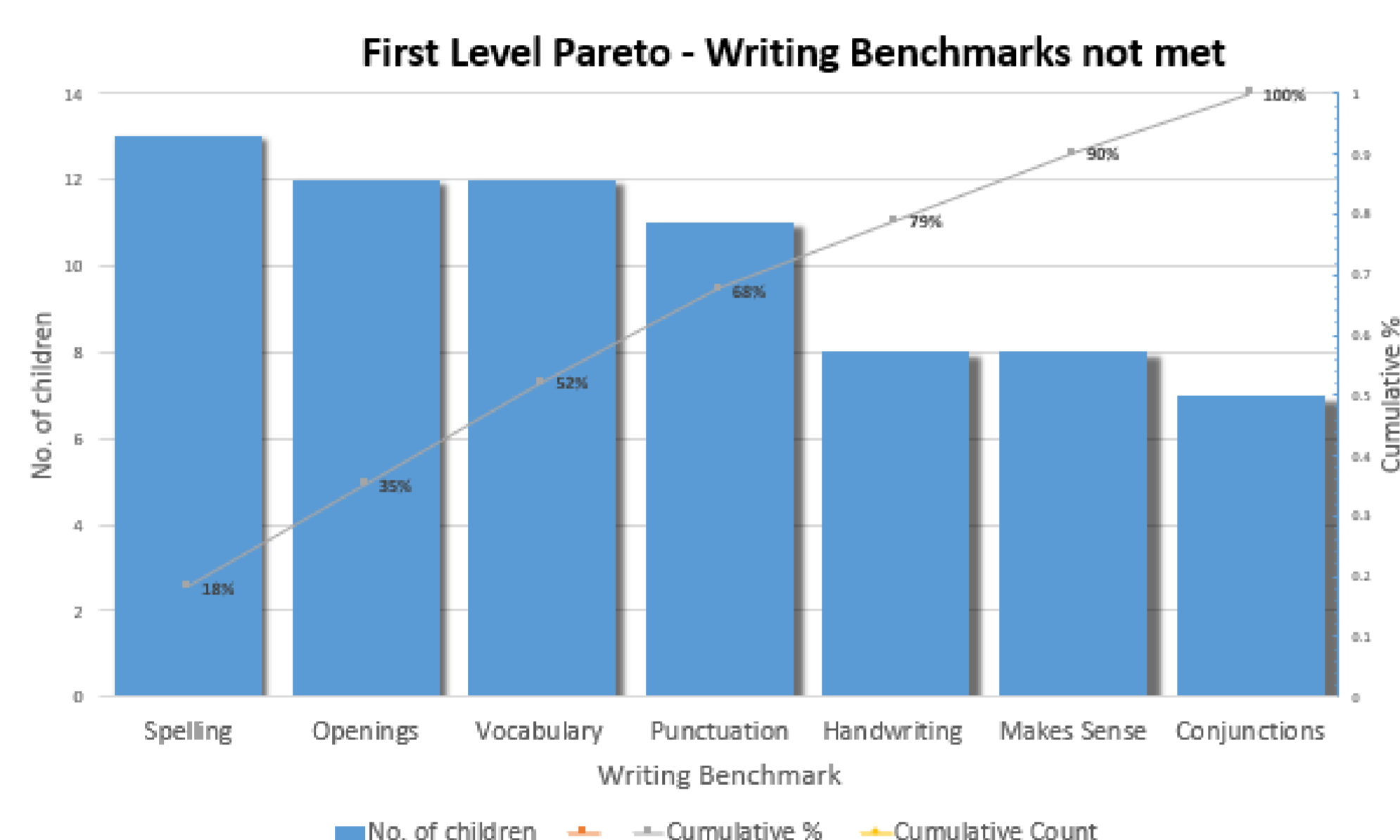
\*SC P3 3 or more sentence. P4 4 or more sentences.

Teaching Aim 3: By end of March 2023 85% of P3/P4 will use conjunctions\* to extend sentences. (Baseline 68%).

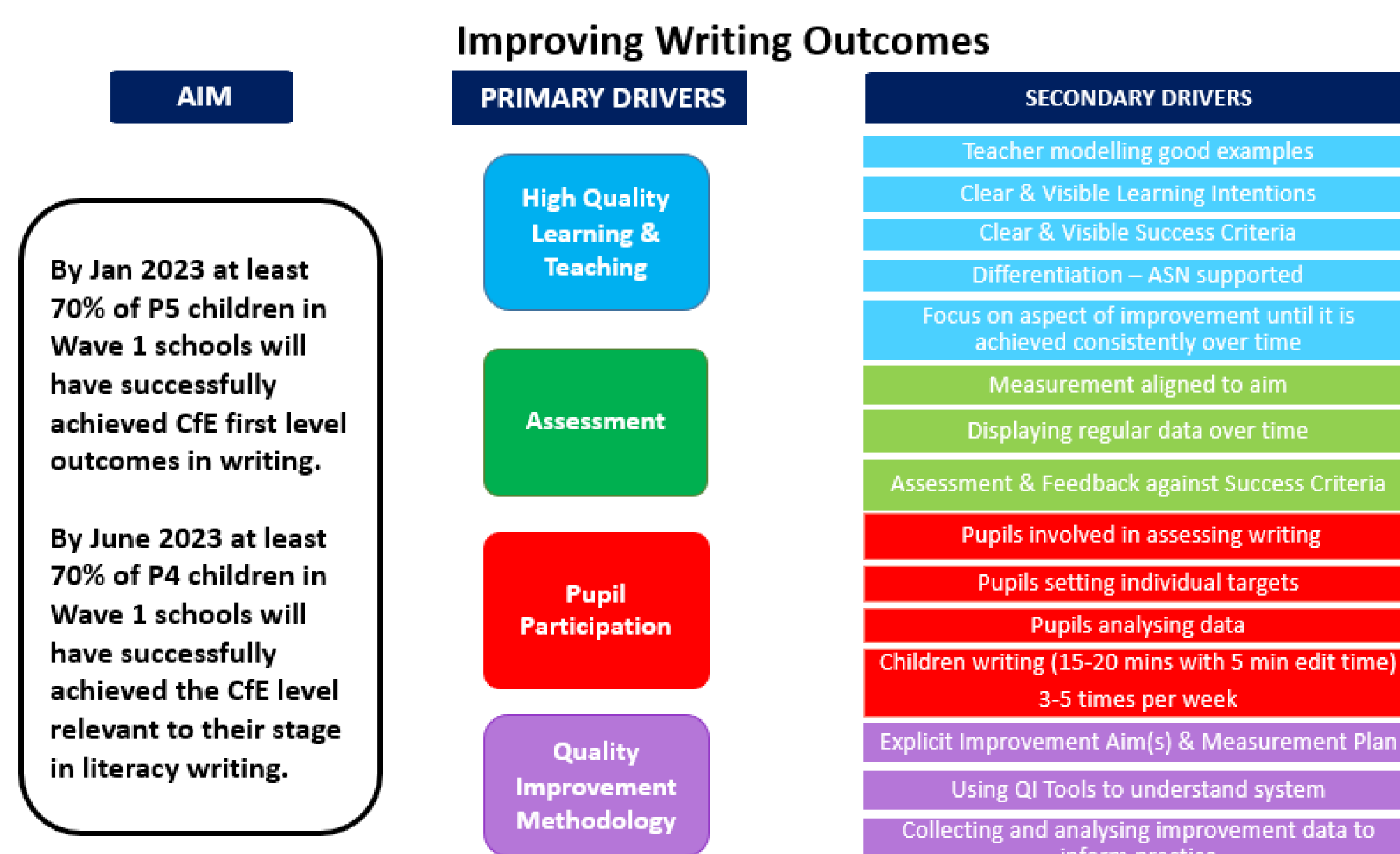
\* SC P3 4 or more conjunction in sentences. P4 5 or more conjunctions in sentences.

## Method

- P3/4 class teacher and DHT attended Fife QI Improving Writing Programme (Wave 8).
- Baseline assessment carried out on individual piece of writing against benchmarks.
- Baseline assessment used to create pareto chart.
- From pareto chart it was decided that first teaching aim would be focusing on **sentence openers** rather than spelling as this was a challenge for the children.



## Process Change



## Implementation of QI Writing Bundle

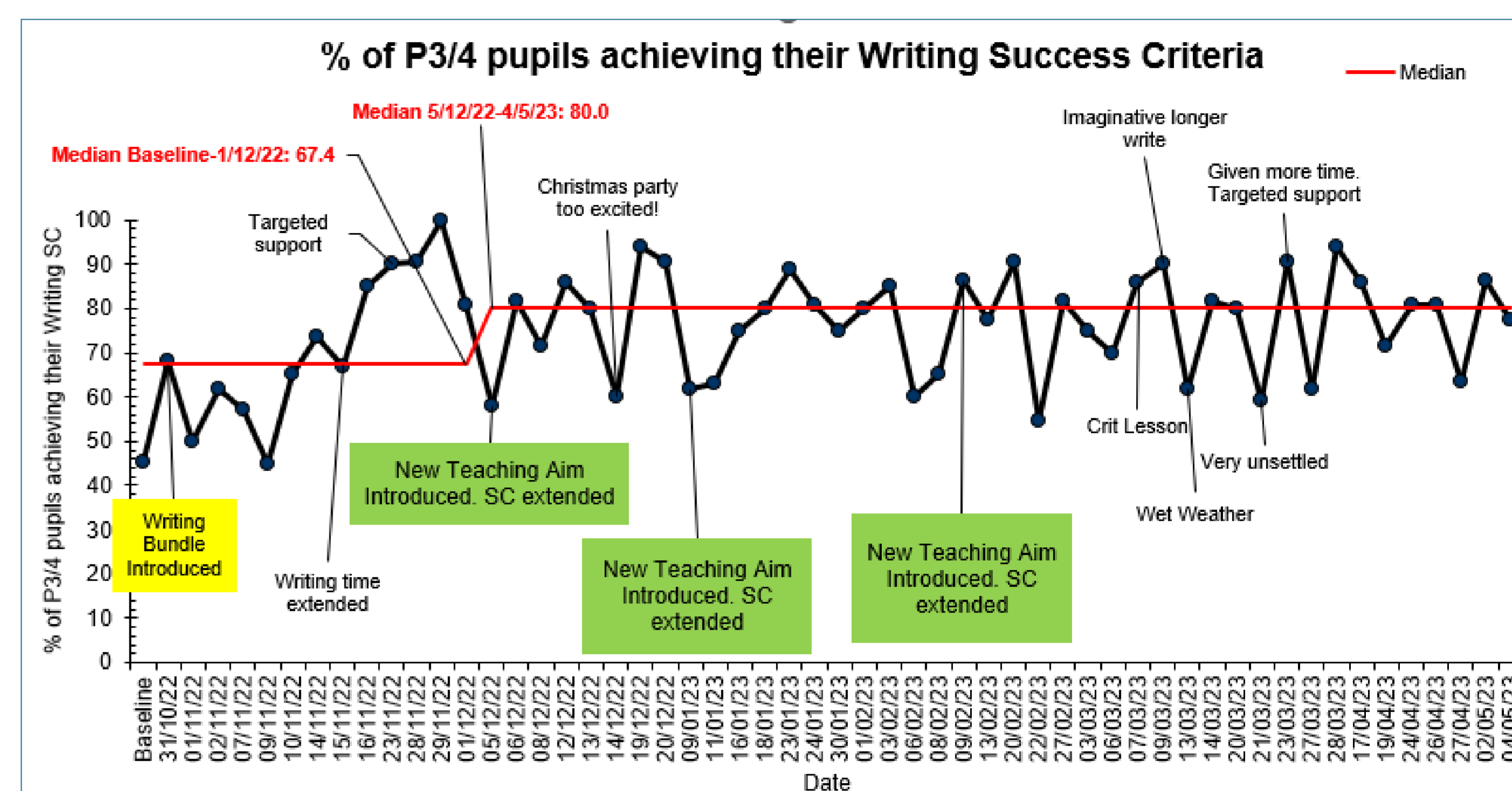
- Children writing 3-5 times per week.
- Clear differentiated LI and SC shared with pupils.
- Teaching input and WAGOLL shared prior to writing.
- Writing for 15-20 minutes, 5 minutes to edit work.
- Feedback given against SC.
- Data recorded daily and run charts shared with pupils.

## Achievements

By May 2023, **80%** of P3 children are working with CfE First Level Progressing for Writing. (Baseline: 11%).

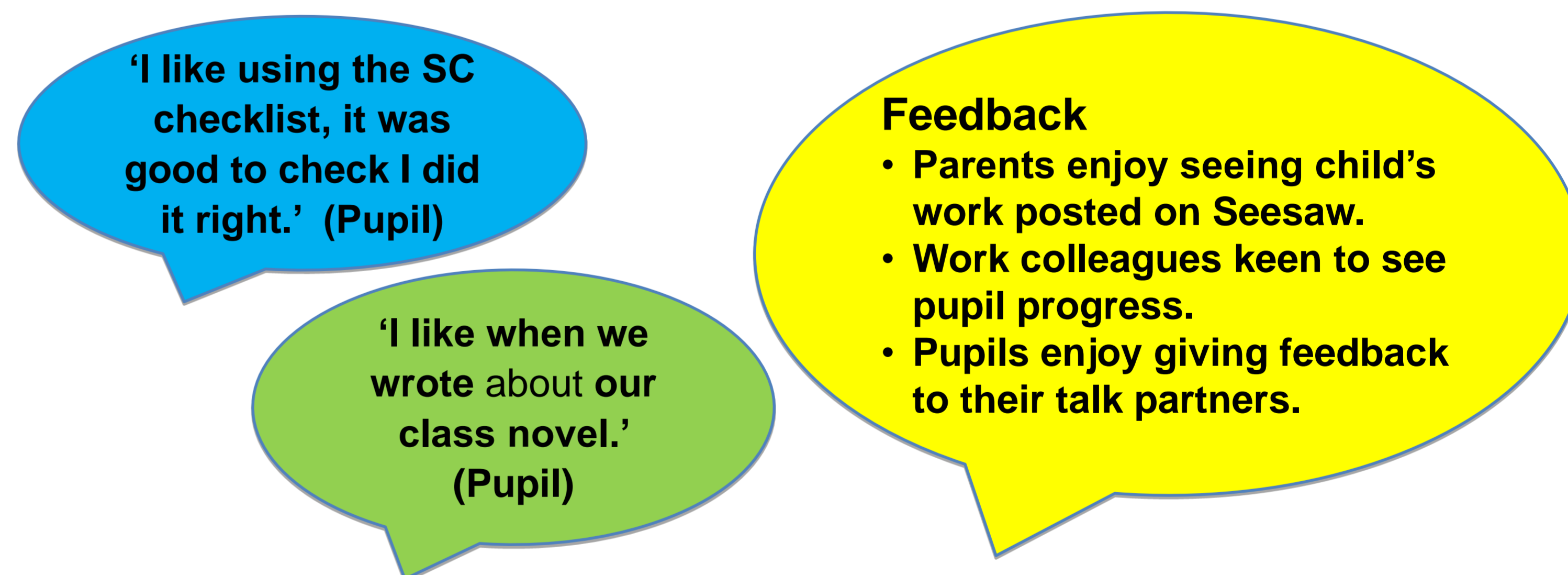
By May 2023, **84.6%** of P4 children are projected to achieve CfE First Level for Writing by the end of P4. (Baseline 0%).

## Results



## Conclusions

- Success with the first Teaching Aim demonstrated an increase in the median from **67.4%** (baseline-1/12/22) to **80%** (5/12/22-4/5/23).
- Being specific with SC allows **ALL** pupils to be more successful in reaching their goals.
- Process supports class teacher to identify pupils who are in need of additional support.
- Planning for writing has a real purpose (e.g. class novel).



## Key Learning Points

- Pupils enjoy the QI writing approach – want to write more!
- Self assessment is allowing children to analyse their work and identify their next steps.
- Pupils are keen to share their work and look forward to seeing how they are performing as a class.
- Providing a variety of stimuli motivated the children to want to write.
- Using fishbone identified specific learning difficulties resulting in additional support for a few pupils.
- Involving pupils in the process of planning, assessing and next steps enhanced confidence in writing.

## Next Steps

- Continue to implement QI Writing Bundle with pupils.
- Use Tools for Writing assessment placemats.
- Work with stage partner to implement bundle with another class.