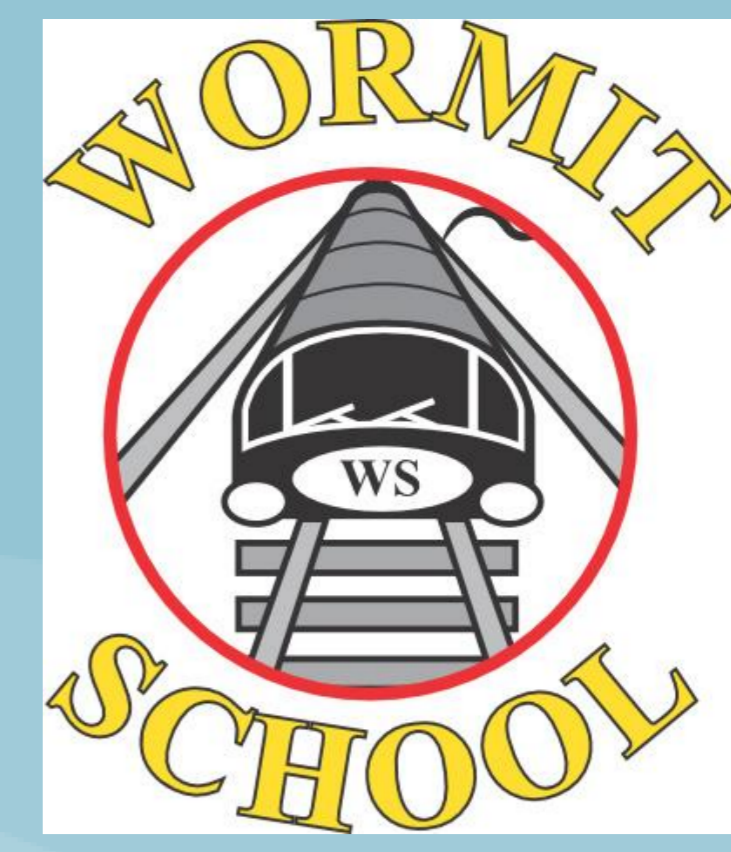


Improving Writing Outcomes for P2/3 Learners

Jen Smith, P2/3 Class Teacher
Debbie Dyer (Class Teacher)
Jamie Rose (PT) – project support



Stretch Aims: P3 By June 2024, 100% of pupils will have achieved CfE First Level Writing.

P2 By June 2025, 100% of pupils will have achieved CfE First Level Writing. (Baseline 0%)

Teaching Aim 1: By 29th November 100% of P2/3 children will be able to write correctly punctuated sentences*. (Baseline: 16%)

**Success Criteria (SC): At least 3 sentences. Each sentence must start with a capital letter and end with a . ! or ?*

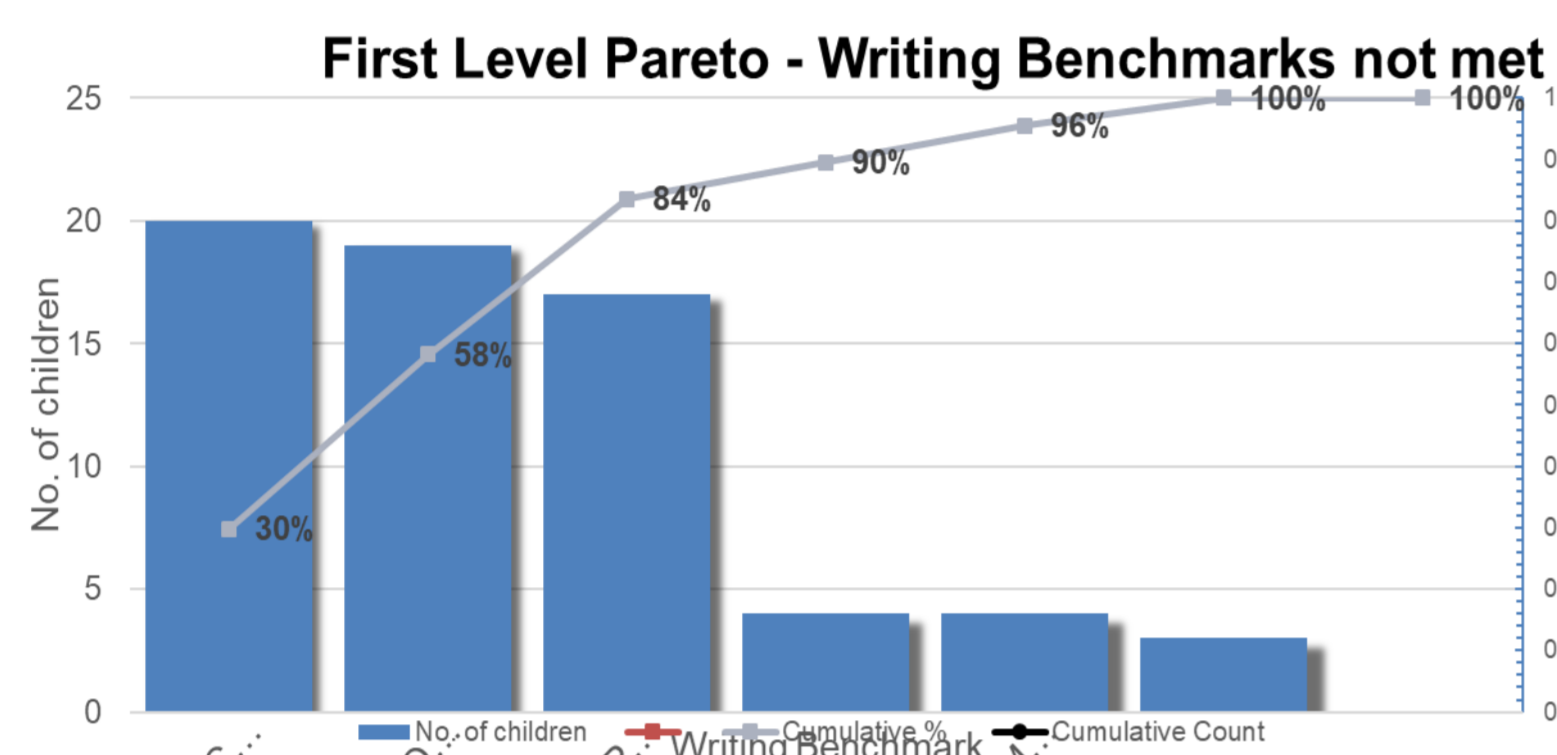
Teaching Aim 2: By 16th December 86% of P2/3 children will be able to start 3 or more sentences in different ways. (Baseline: 14%)

Teaching Aim 3: By 17th March 2023 86% of P2/3 children will be able to use different conjunctions* correctly in their writing. (Baseline: 9%)

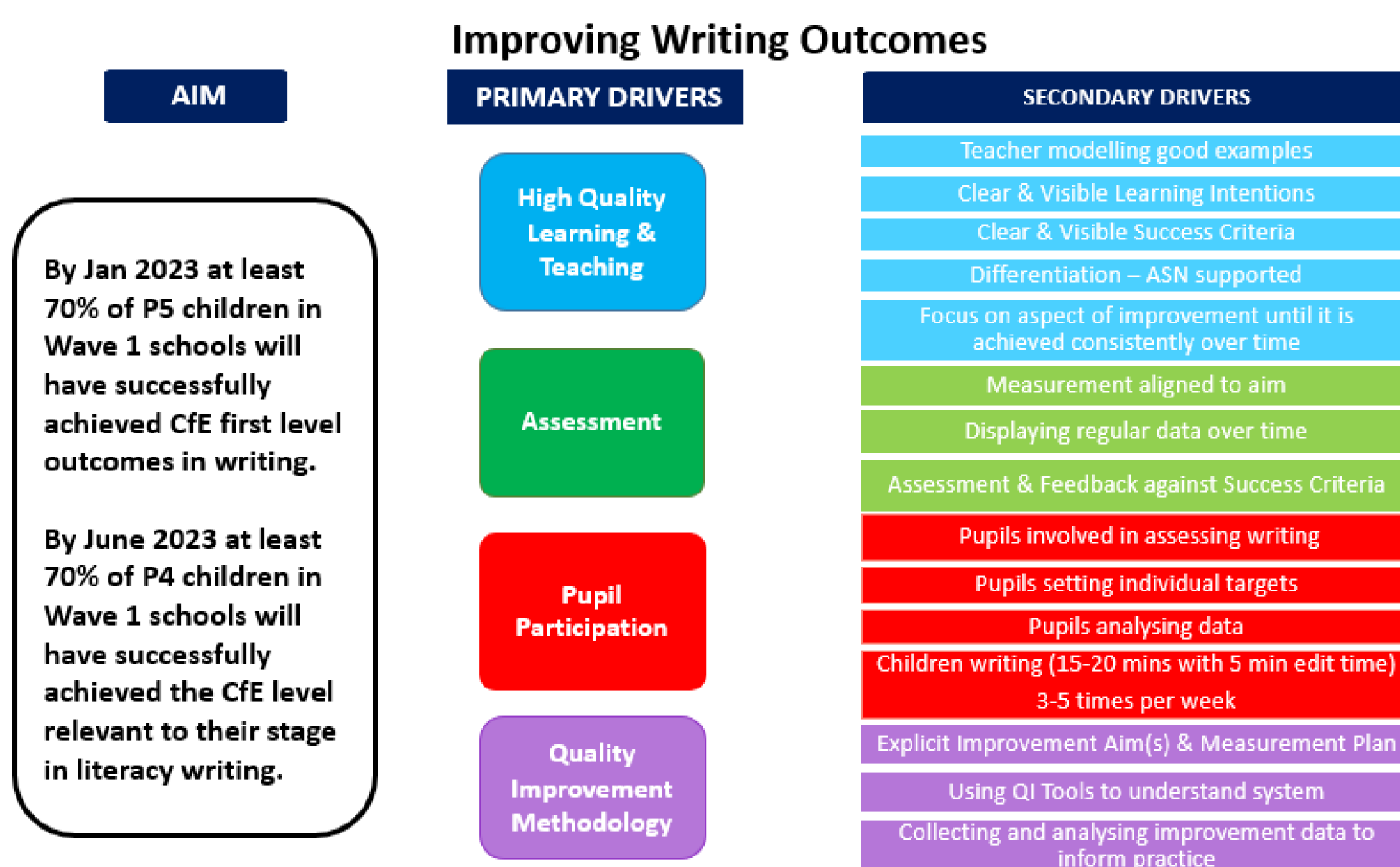
**SC: Sentences must be joined with and, but, because or an alternative conjunction (a minimum of 3).*

Method

- Established an Improvement Team.
- 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 most of the children was conjunctions but it made sense to begin with punctuation.
- The pareto chart informed our teaching aims.



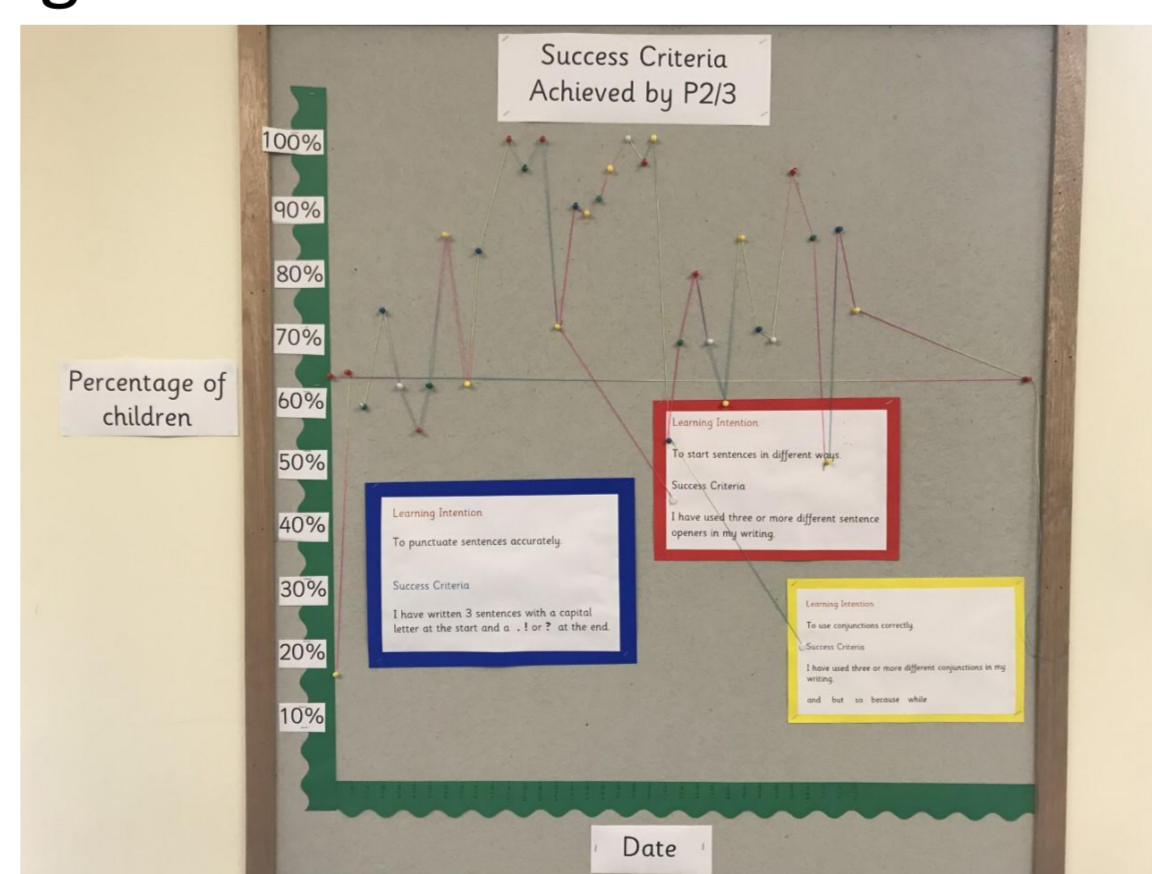
Process Change



Implement

- Children writing 3-5 times per week.
- Teacher input aligned to aim (stimulus, dialogue, model).
- Share Learning Intention and make Success Criteria explicit.
- Write for 15 mins, 5 mins to self check.
- Children had access to prompts to support their learning, when appropriate.
- Editing process was modelled and a three step editing process was introduced: 1 read aloud to check for sense, 2 capital letter and full stop detectives, 3 check that target has been met and self assess using traffic lights.
- Assess and feedback against Success Criteria.
- Involve children in the process!

Run chart displayed in classroom. Daily conversations with learners on progress and next steps!



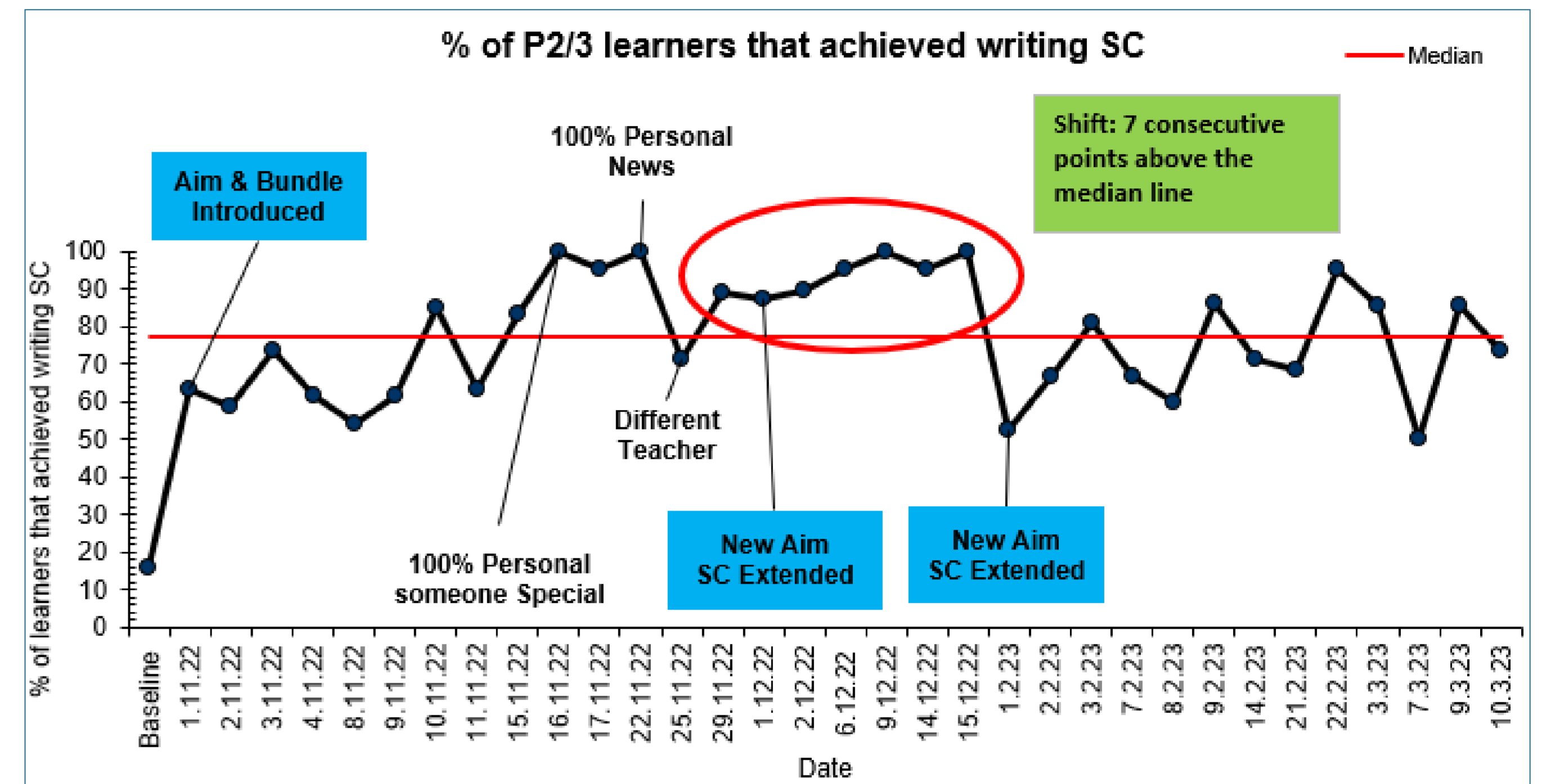
Achievements

On 1st May 91% of P2/3 children are projected to have achieved CfE First Level writing at the expected time. 24% of P3 children are projected to exceed this aim, while 2 out of 5 P2s are also expected to achieve First Level at an earlier date.

Teaching Aims 1 & 2 Achieved!

By 17th March at least 50% of children were consistently achieving success criteria for aim 3, with over 85% of children applying these skills on 22nd February 3rd March and 9th March. (Baseline: 9%)

Results



Conclusions

Ensuring the bundle was implemented consistently was vital in this project!

It is helping me do my writing. When I have been making mistakes I'm starting to get the words right. Pupil

The success and joy of the children when seeing their progression was fantastic!

I like it because it makes me want to learn more. Pupil

It inspires me! Pupil

The pupils were invested in the project as they were involved in every step of the process.

Key Learning Points

The children were engaged in the process because they were incredibly motivated by the run chart. We started off every lesson by sharing results of the previous writing session - a drum roll was often needed!

Providing a clear model was a very important part of the learning journey as children had a clear and simple recipe for success.

The regular and timely feedback gave the children a clear understanding of how to improve their next piece of writing.

As a teacher, the assessment evidence gave me a deeper understanding of where the children were in their learning and what support they needed to succeed.

Next steps

In the future I aim to:

- Focus on one Learning Intention to make learning explicit, targets achievable and embed success;
- Make time to give feedback and correct errors with children as this was an invaluable part of the project.

Due to the success of the project and the engagement of the children I would be keen to revisit the approach as needed for writing, as well as other areas of the curriculum. I would highly recommend carrying out a writing improvement project to others and would happily support colleagues on their improvement journeys.