

Improving Writing Outcomes for P4 Learners

Claire Allan, Class Teacher, Cowdenbeath Primary School



Stretch Aim: By end of May 2025, 89% of P4 pupils will achieve first level. (Achieved baseline 0%, Projected baseline 63%)

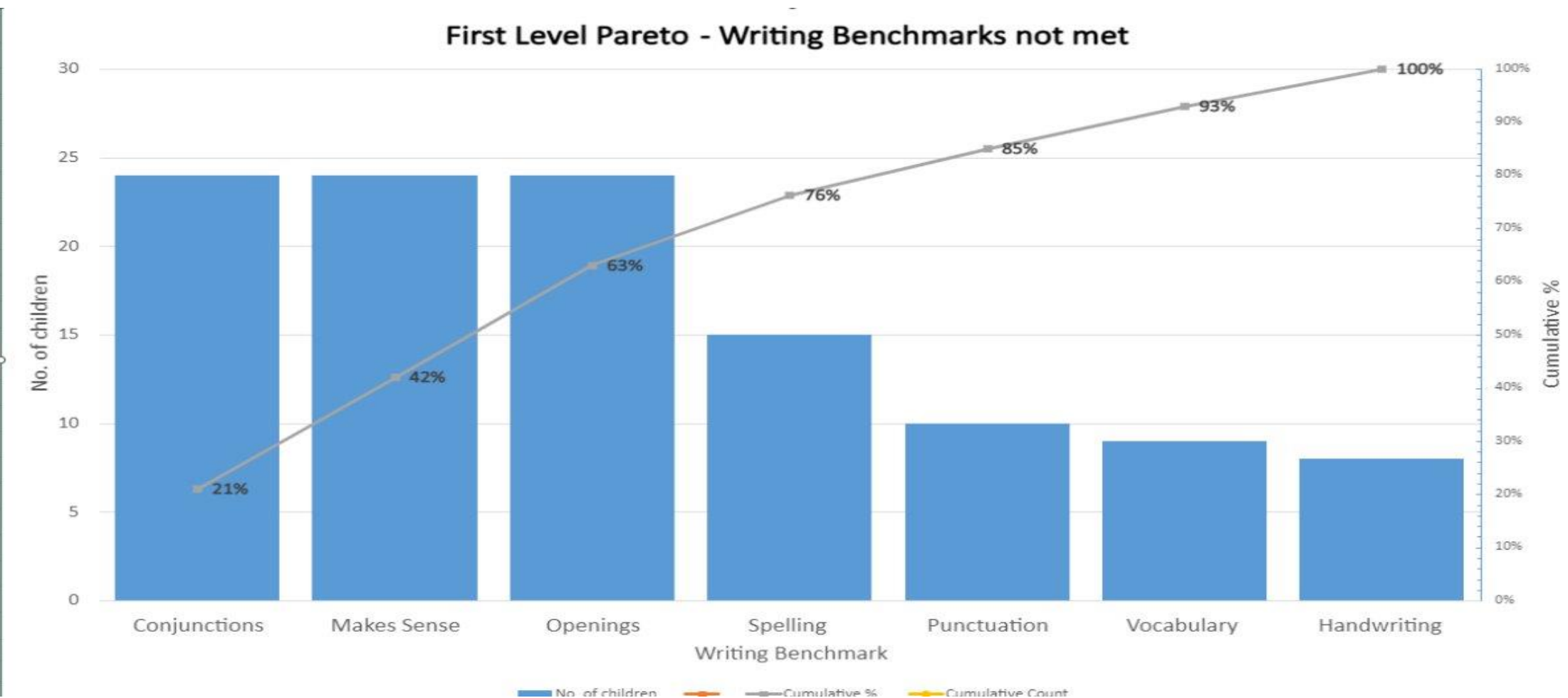
Teaching Aims:

By end of November 2024 of P.4, 89% of P4 pupils will be able to confidently link sentences with conjunctions*.
(and, so, but, because), (baseline 11%)

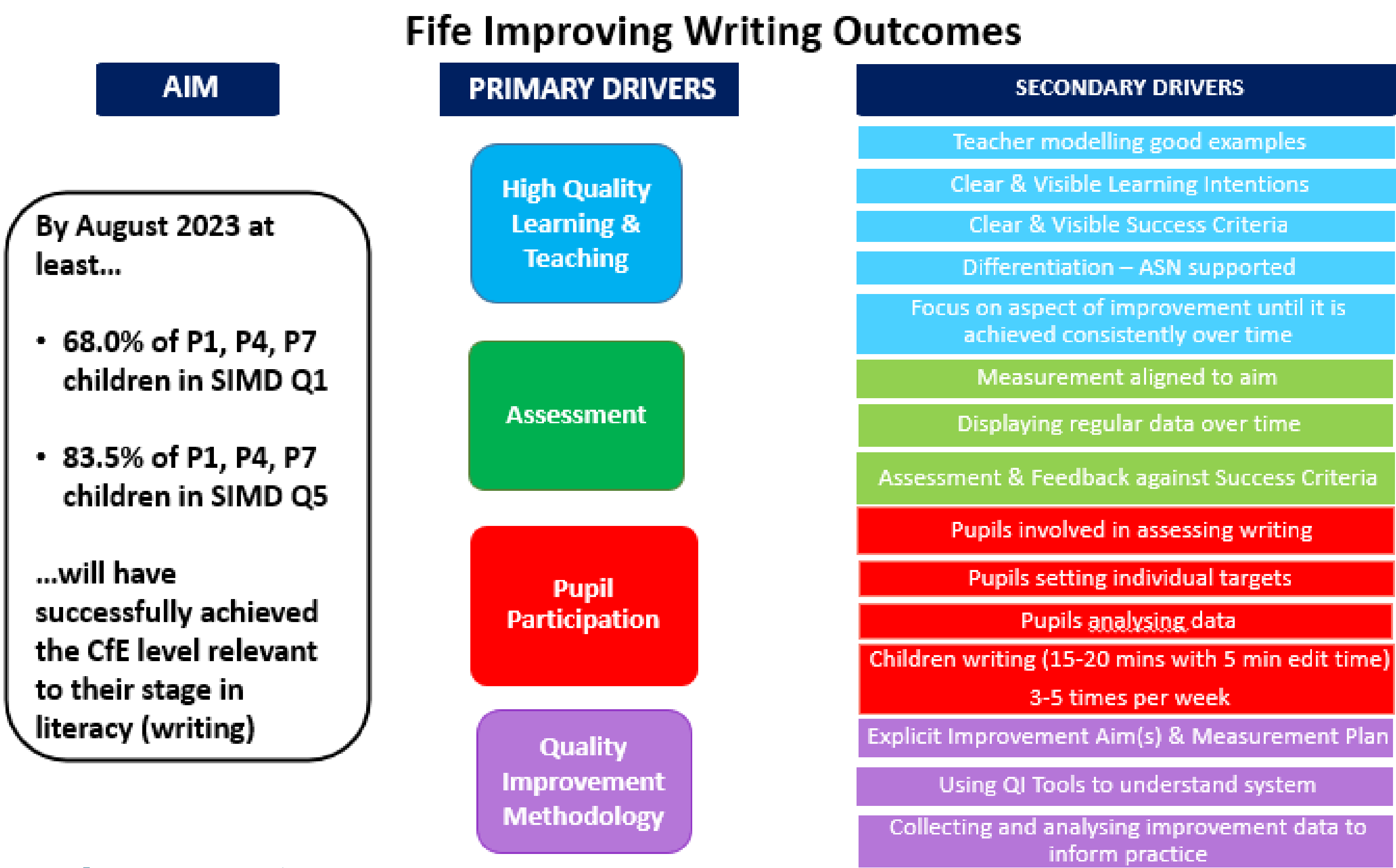
By end of February 2025 of P.4, 89% of P4 pupils will be able to confidently use varied sentence openers specific to the text type (eg time openers for recount and a variety of starters for “response”), (baseline 11%)

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 11).
- Carried out a baseline assessment against CfE benchmarks.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was transferring skills from scaffolded writing to extended writing.
- 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.
- Assess and feedback against Success Criteria.
- Involve Children in the process!

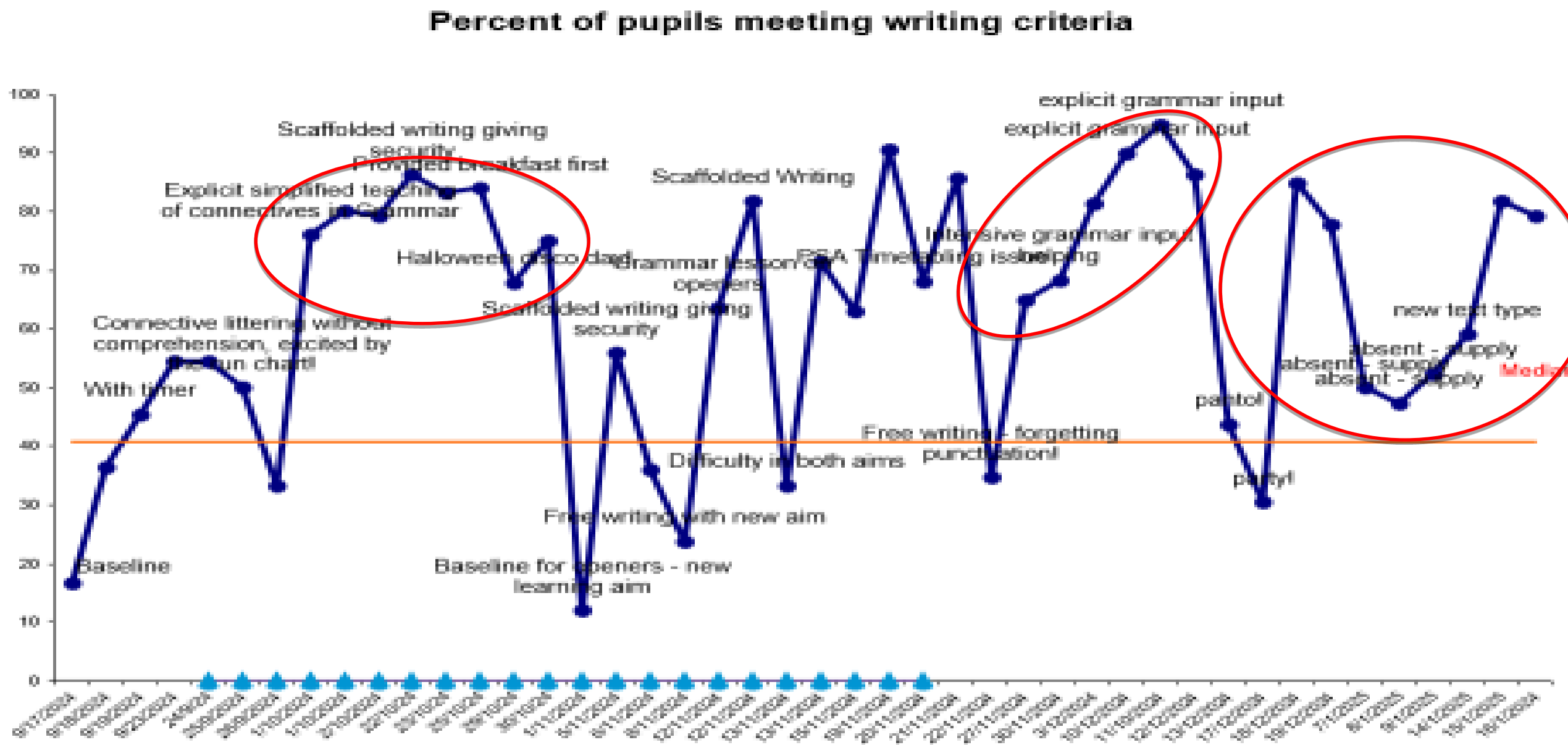
Achievements

By end of November 2024, 89% of children achieved teaching aim of using connectives.

By end of February 2025, 89% of children achieved aim 2 of using openers.

All children display a new confidence, enthusiasm and understanding of the writing process!

Results



Conclusions

I have thoroughly enjoyed teaching in this way and seeing the impact on attainment and confidence. CT

I actually love writing lessons now. I can't believe how much better I am at it! Pupil 1

I know exactly what I need to do to improve, and I'm determined to do it! Pupil 2

You showed skill in differentiation, formative assessment, creativity, pace & challenge. H.T feedback

Writing like this helps me show the best version of myself! Pupil 3

Key Learning Points



- The importance of ...
- Inspiring stimuli, experiences & contexts for learning – we've had curry, Frankenstein lab experiments, toasted marshmallows, museum artefact boxes, yoga, writing to The Proclaimers & more!
- Targeted feedback, adapted marking process to involve the use of stampers
- Understanding and addressing my pupils needs, for example through a fine motor control group, targeted intervention for learning needs & a new incentive for
- Communication with support staff, created a document with guidance for how best to support a writing lesson.
- Planning for writing throughout the week, new approach timetables opportunities for scaffolded writing, extended writing, free writing, feedback sessions & writing in play.

Next steps

I intend to...

- Be involved in the roll out of the bundle in our school
- Continue implementing the bundle and all approaches
- Carry out fishbone analysis for more of my pupils, in different scenarios