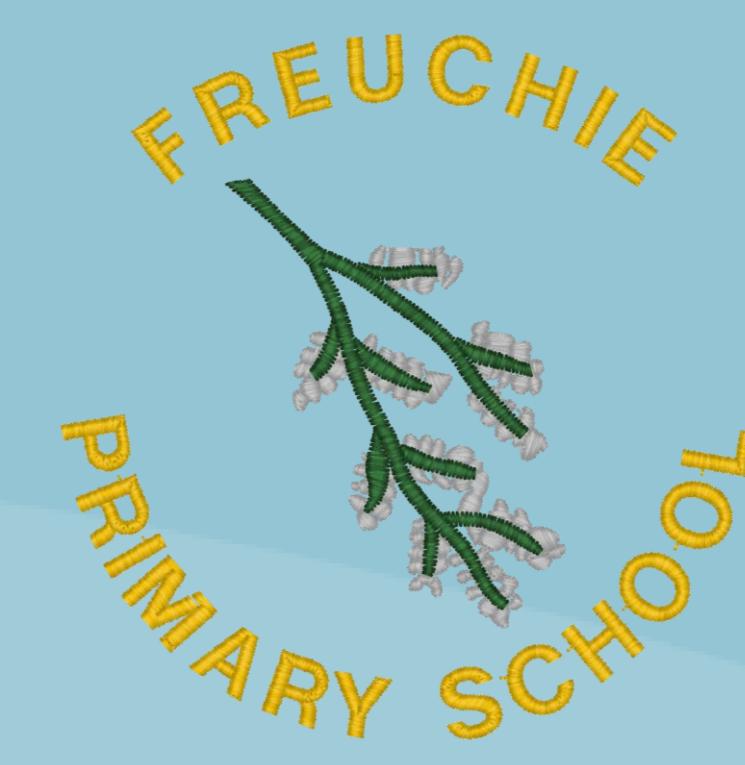


# Improving Writing Outcomes for P3/4 Learners

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## Stretch Aim:

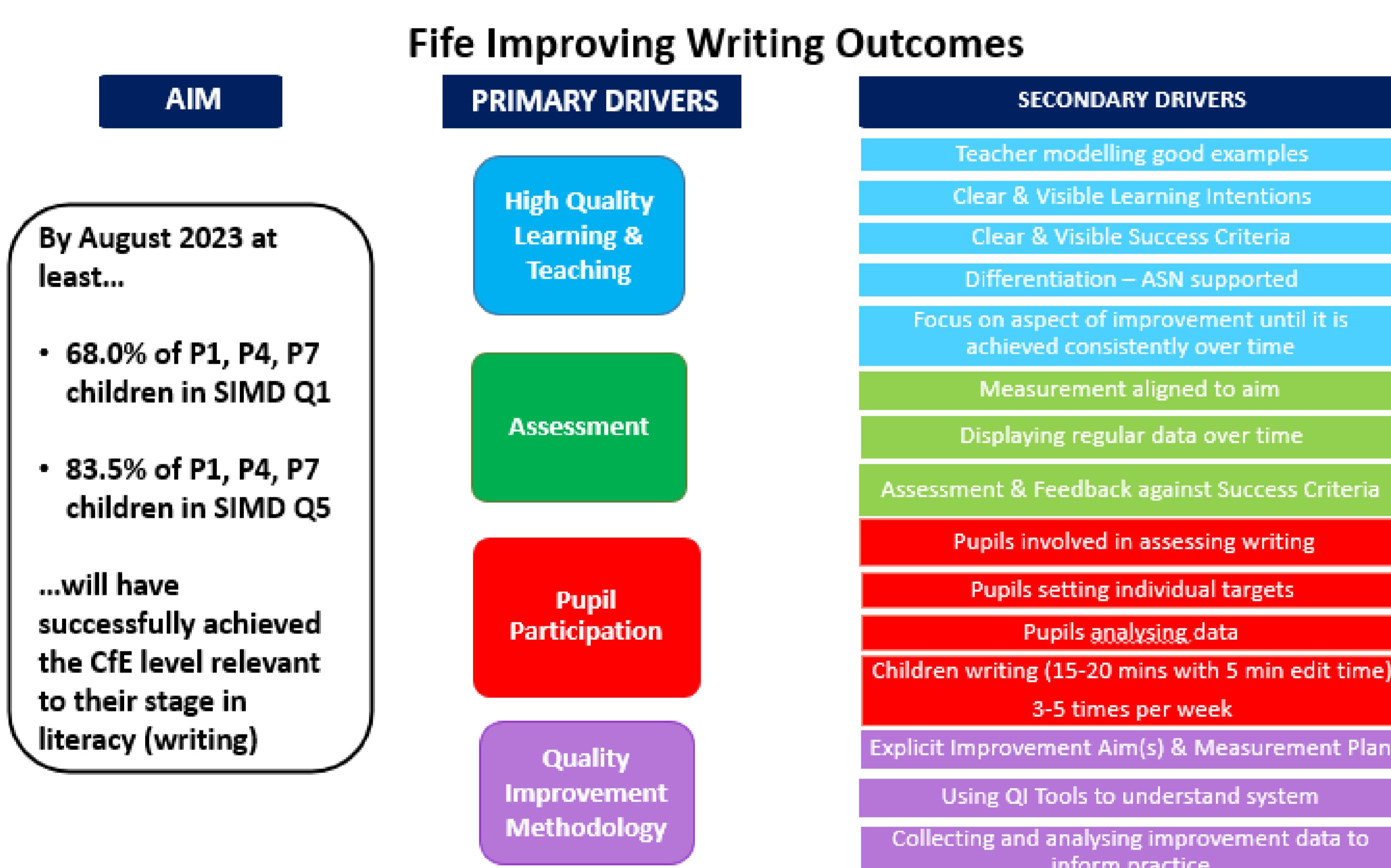
By May 2025 70% of P4 pupils will have achieved first level writing outcomes.  
(September '24 baseline: 40% projected).

By May 2026, of 84% of Primary 3 pupils will have achieved first level writing outcomes.  
(September '24 baseline: 62% projected).

## 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 being able to get enough down on paper.
- 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 February 2025 70% of P4 pupils are projected to achieve first level writing outcomes (baseline 40%). **GOAL ACHIEVED!!**

83% of pupils now enjoy writing. This us up from 40% in November 2024.

2 previously scribed for pupils now giving independent writing a go.

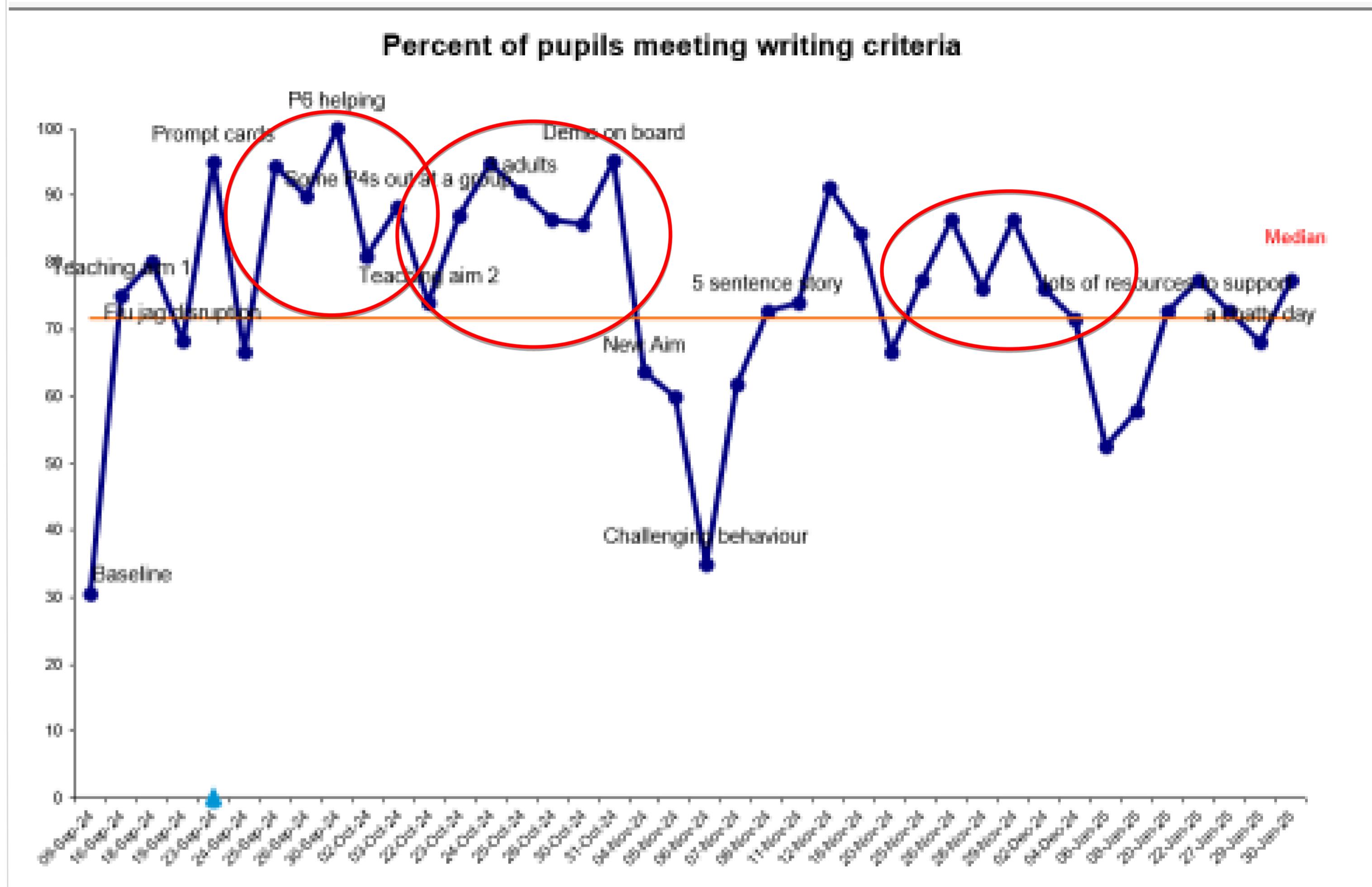
## Teaching Aim:

By October holidays 70% of P3/4 children will be able to start sentences in a variety of ways. (Baseline September 2024: 25%).

By November 24, 70% of P3/4 pupils will be able to link sentences using common conjunctions. P3 (and, but) P4 (and, but, so, because) (Baseline September 2024: 40%).

By End of term 2, 70% of P3/4 pupils can punctuate a sentence correctly. P3 (capital letters and full stops), P4 (Capital letters, full stops, exclamation marks, question marks). (Baseline September 2024: 50%).

## Results



## Conclusions



## Key Learning Points

- Improving one aim often led to improvements in other aims naturally.
- Lowered expectations after the last session which led to more success.
- Using grammar lessons and other areas of the curriculum to assess teaching aim.
- Pupils are motivated to try hard to get the reward.

## Next steps

Reduce time given to pupils for writing. Quality over quantity! This was sometimes challenging due to the level of need and lack of support in class.

Start to encourage pupils to self and peer assess work.