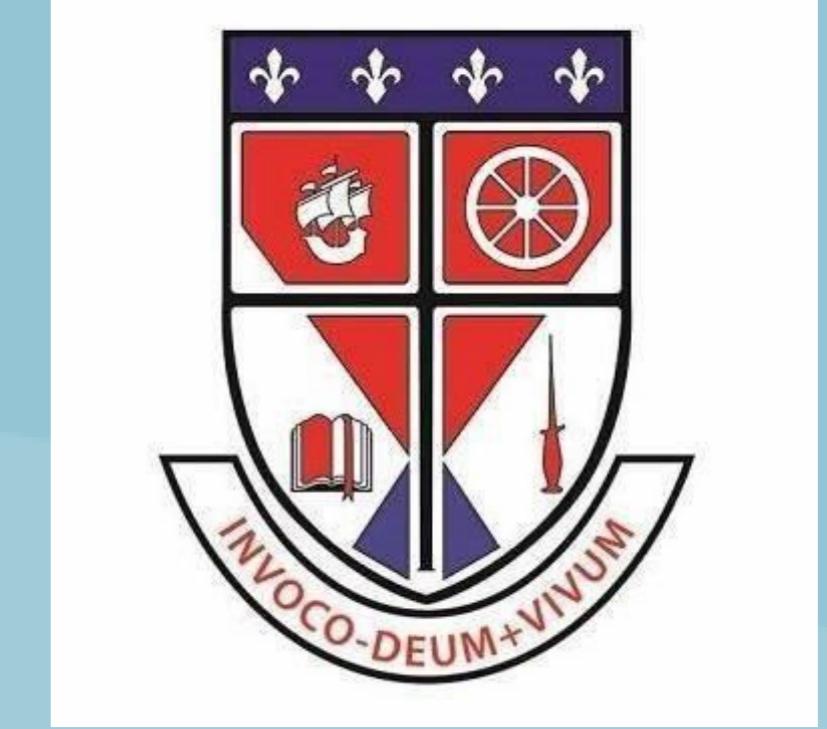


Improving Writing Outcomes for P6 Learners

Anne Fraser, Class Teacher, St. Agatha's RC Primary School



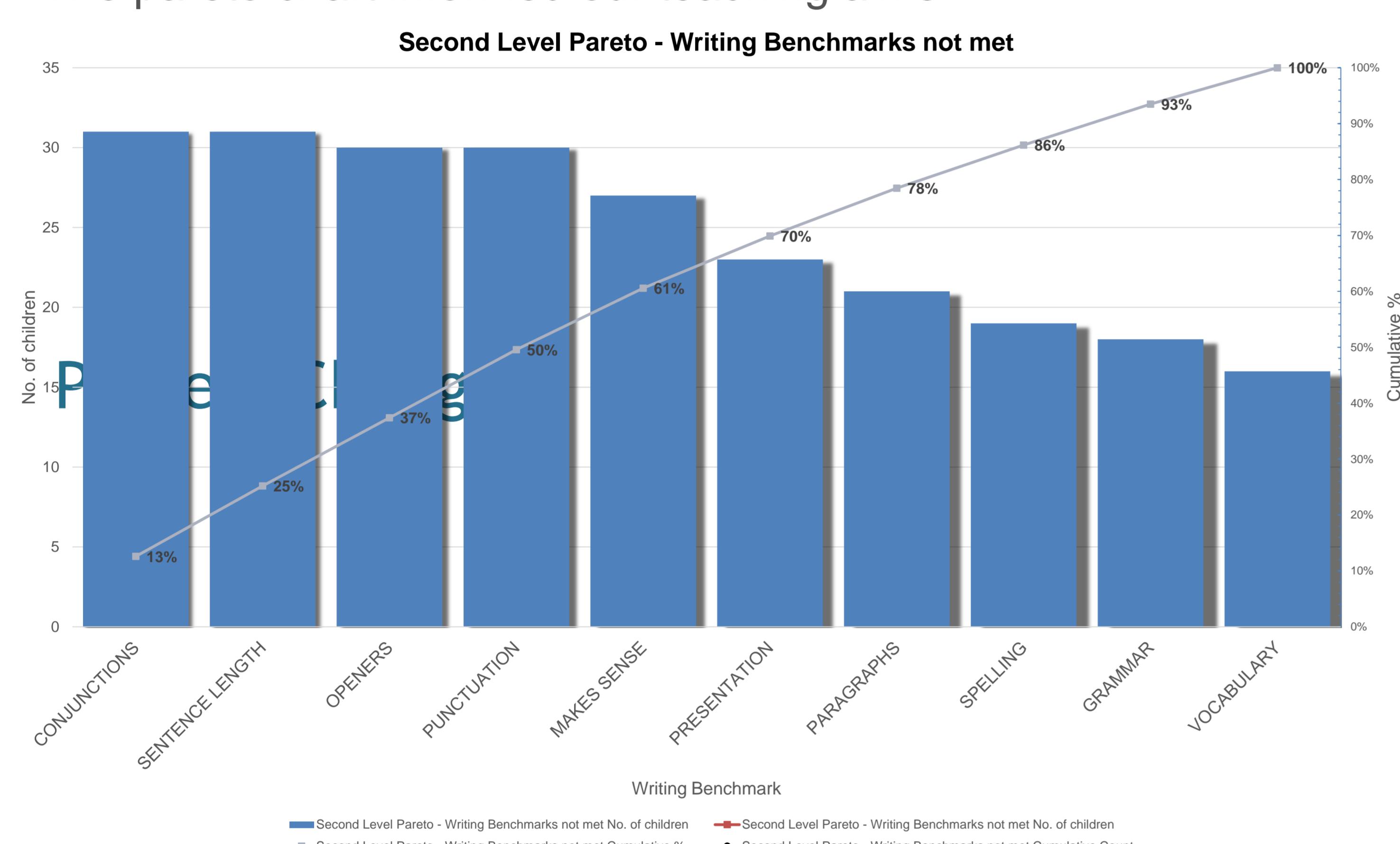
Stretch Aim: By June 2025, 78% of P6 Class projected to be on track, to achieve 2nd level by end of P7. (Baseline: 50% on track.)

Teaching Aims:

- By 2nd October '24, 78% of P6 will be able to link sentences using a range of conjunctions. (Baseline 13%)
- By 29th October '24, 78% of P6 will be able to use a range of conjunctions in longer sentences. (Baseline: 25%)
- By 14th November '24, 78% of P6 will be able to use a range of conjunctions, write longer sentences with sentence openers. (Baseline: 37%)
- By 31st January '25, 78% of P6 will be able to use a range of punctuation, mainly accurately, plus the above. (Baseline: 50%)

Method

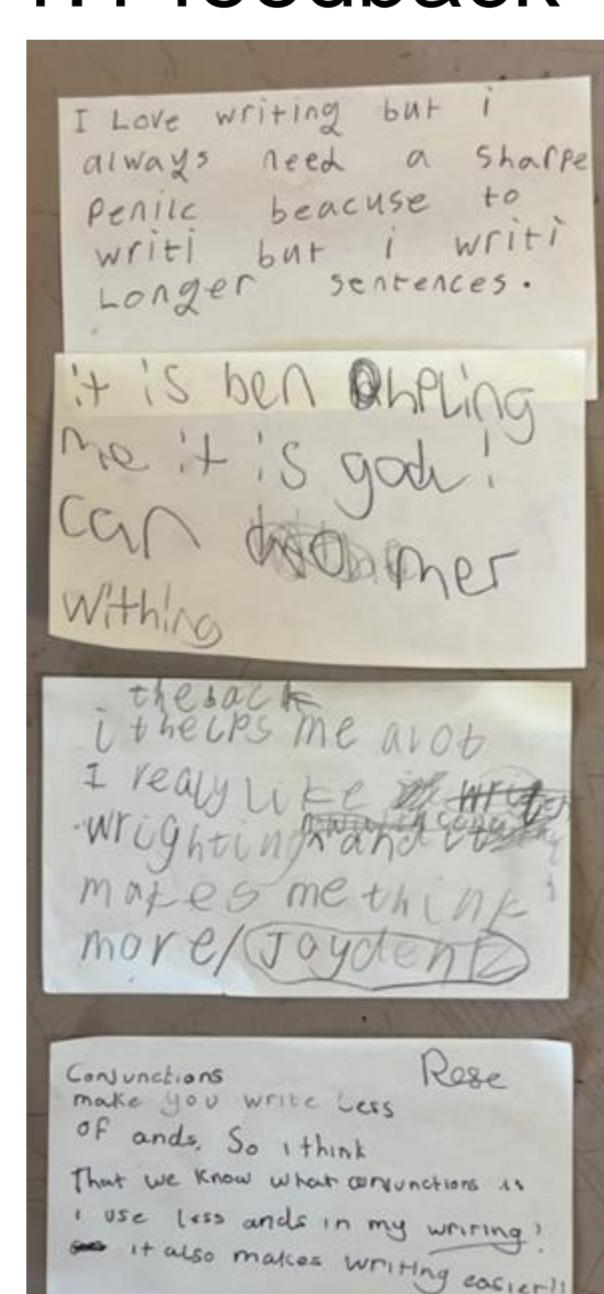
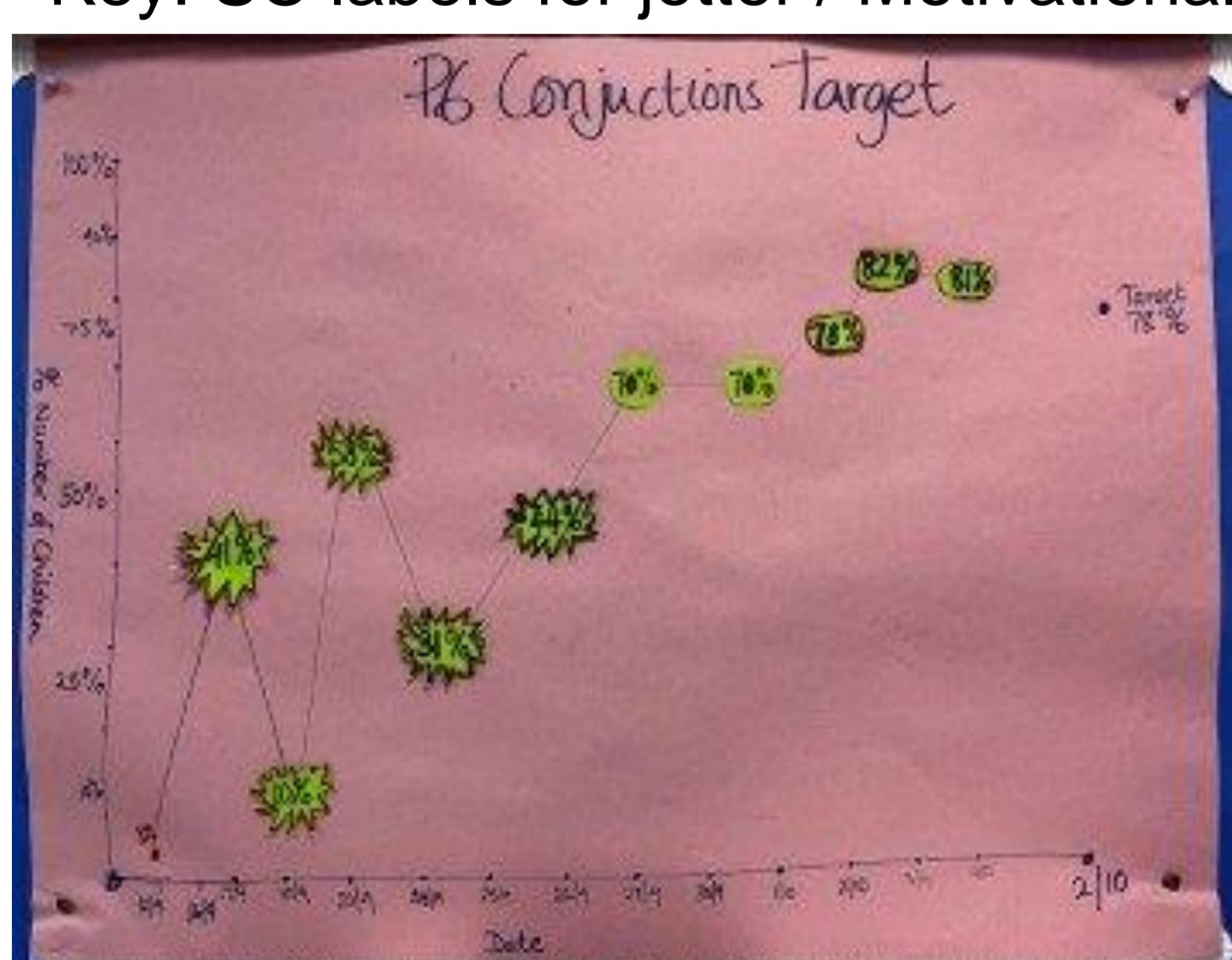
- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 11).
- Carried out a baseline assessment against CfE benchmarks.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was using conjunctions.
- The pareto chart informed our teaching aims.



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!

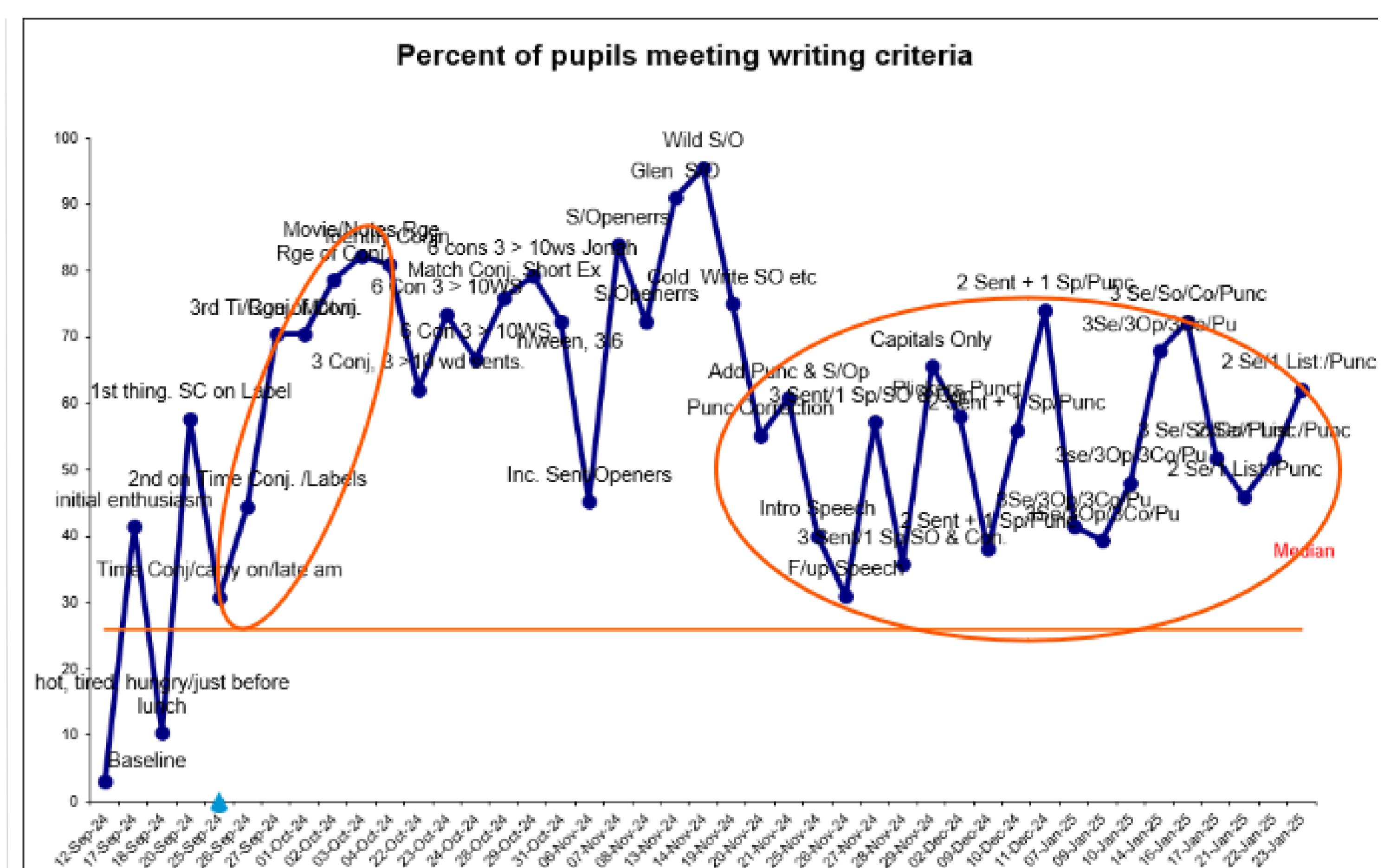
** Key: SC labels for jotter / Motivational stimulus/1:1 feedback



Achievements

- By 4/10, 82% of children achieved teaching aim 1 (baseline 50%).
- By 29/10, 79% of children achieved teaching aim 2
- By 14/11, 96% of children achieved teaching aim 3
- At this point, the whole class were invested in achieving the target.

Results



Conclusions

First 3 aims built on each other and the children could see progress. Pre & Post Christmas has been harder & slower progress with aim 4 – Punctuation – and being the least popular. The trend is though, still marginally upwards.

Using the whole Bundle is crucial & requires self-discipline to implement. AF

Short bursts of writing are great. I feel more confident. Pupil A.

Key Learning Points

Key Learning:

- Set up all 5 elements of the bundle, every writing day.
- Involve class in each element.
- 1:1 feedback for all not achieving previous day's SC, just before next writing – key to a better result.
- To achieve the Stretch Aim, re-launch for the second half of pareto with fresh stimulus & renewed targets.

Next steps

- I will continue to use the writing bundle and learning going forward and use the concept for other areas of the curriculum.
- I believe working with a Stage Partner to introduce the writing bundle would be more beneficial going forward.
- Our school plans to introduce the Writing Bundle to more teachers/stages.