

Improving Writing Outcomes for P7 Learners

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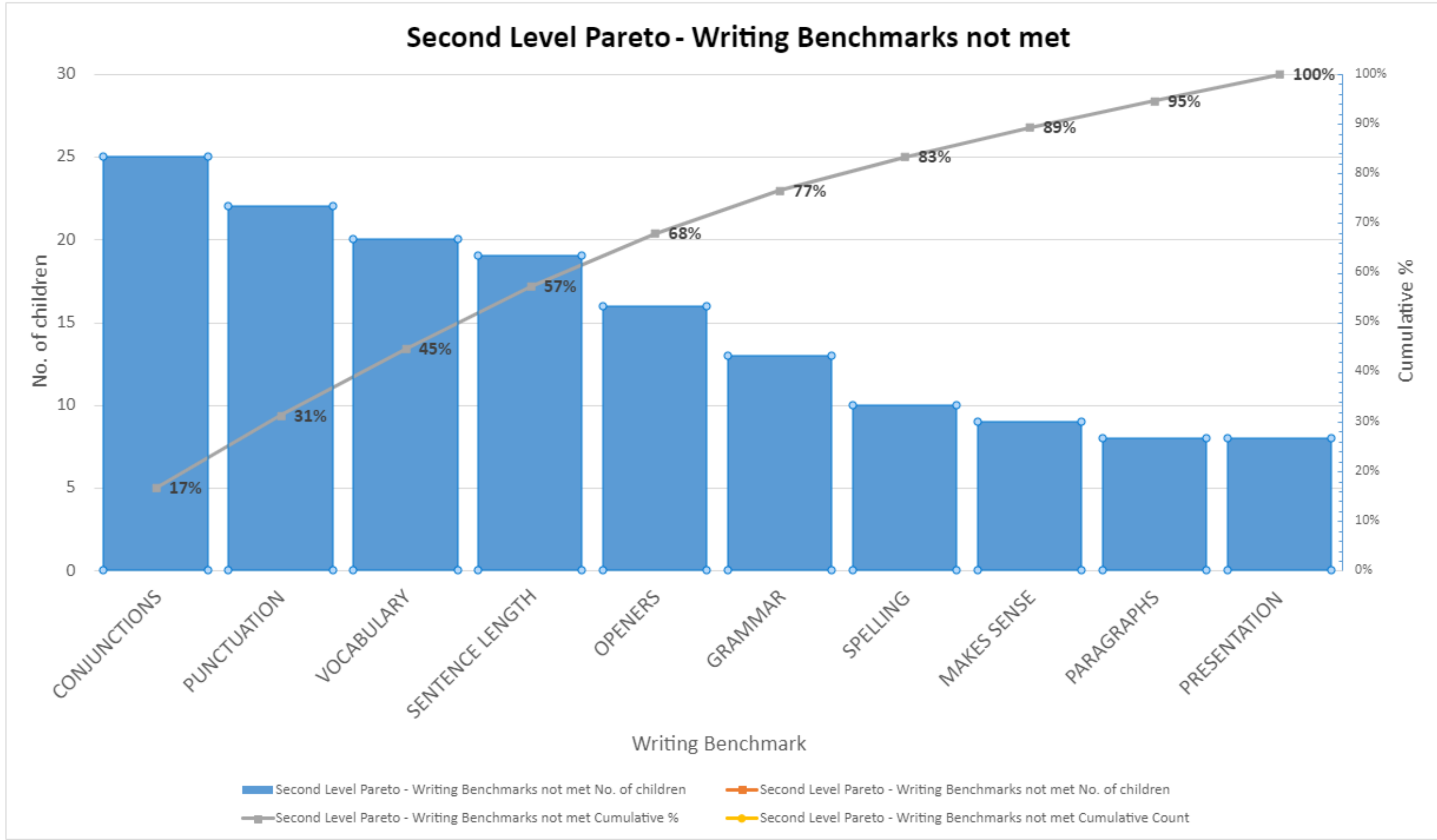
Stretch Aim: By May, 2025 81% of P7 Pupils will have achieved CfE Second Level Writing Outcomes (Baseline 0%, Projected 79%).

Teaching Aims:

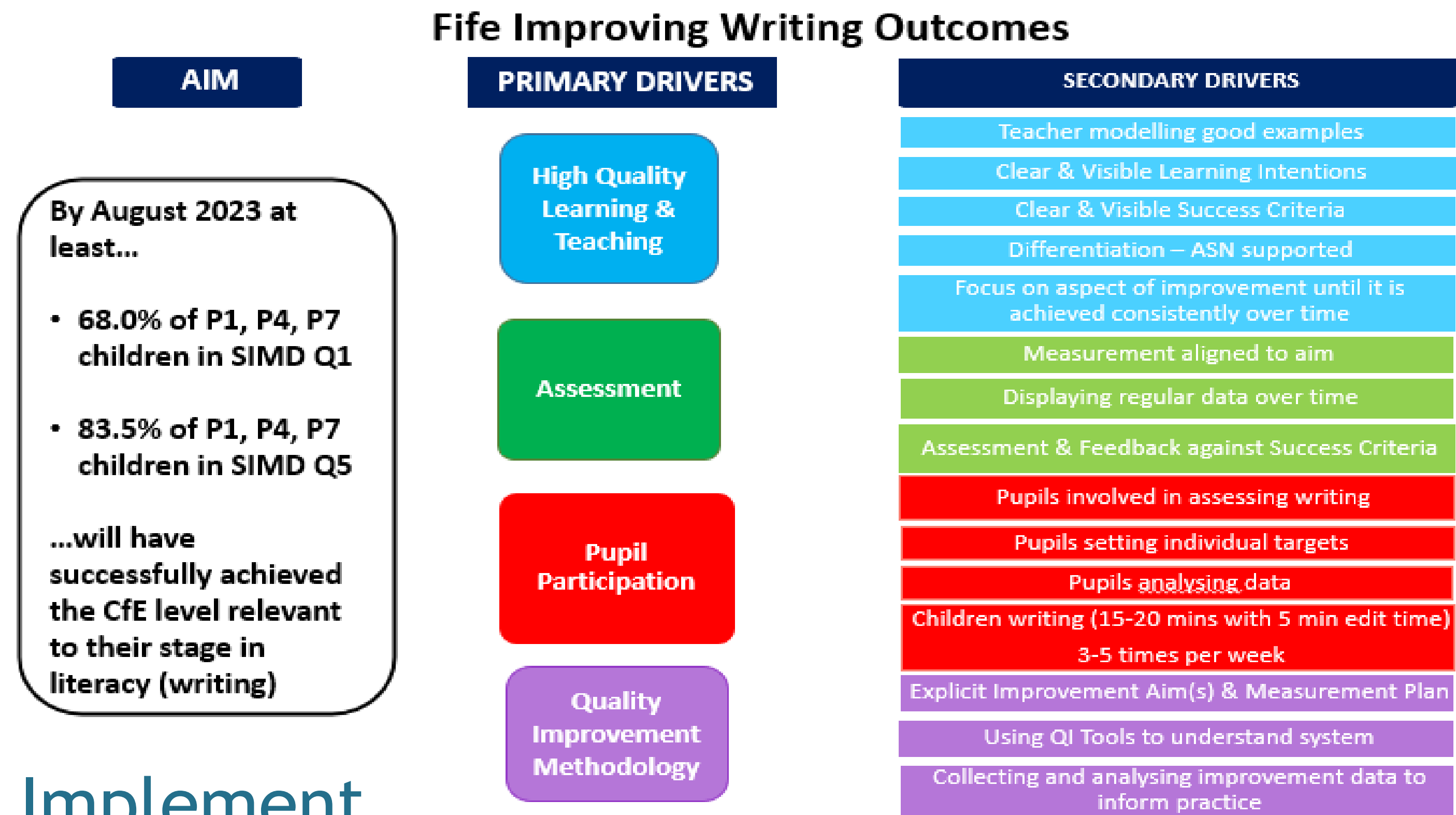
- By 1st November 2024, 85% of P7 pupils will be able to link two sentences together using a range of conjunctions. (Baseline 7%)
- By 20th December 2024, 85% of P7 pupils will be able to use a variety of ambitious vocabulary in their writing. (Baseline 26%)
- By 11th February 2025 85% of P7 pupils will use a variety of punctuation in their writing. (capital letters . , ; : () ! ? ‘ “ ”) (Baseline 21%)

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 9).
- 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 were not using a range of conjunctions.
- The pareto chart informed our teaching aims..



Process Change



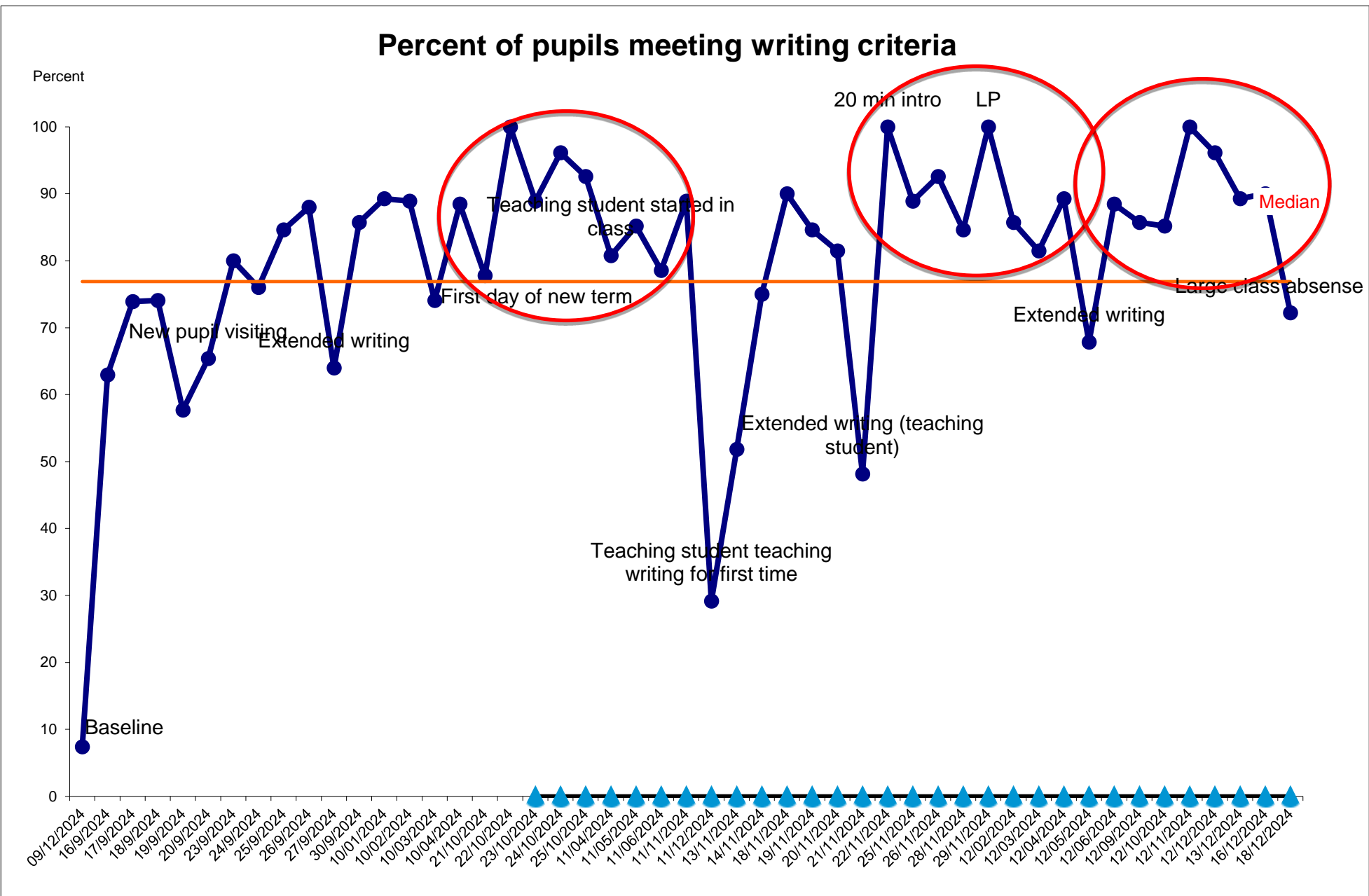
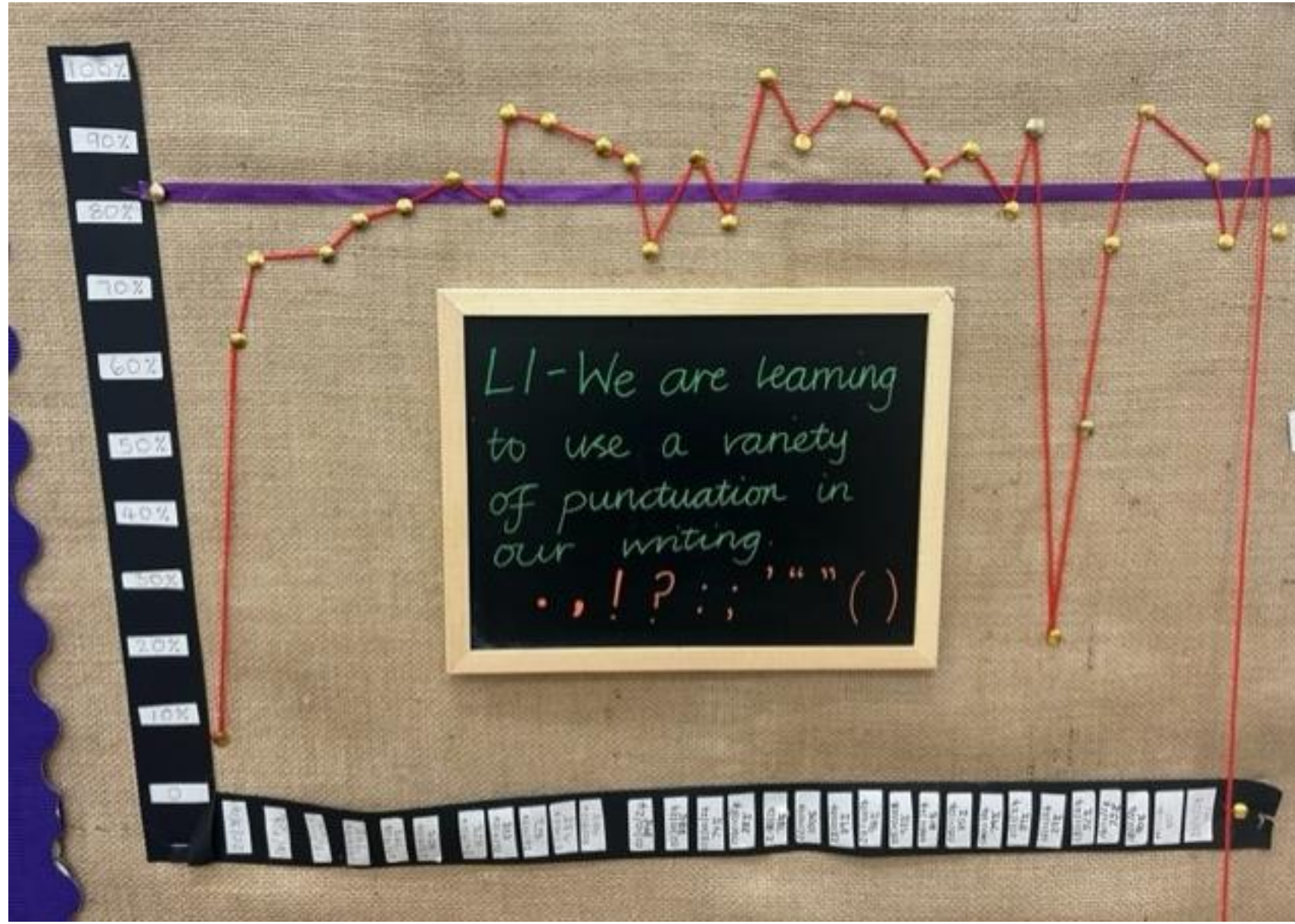
Implement

- 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 20th December 2024, 14% of children achieved stretch aim (baseline 0%).
- By 25th October 2024, 88% of children achieved teaching aim 1 (baseline 7%).
- By 16th December 2024, 91% of children achieved teaching aim 2 (baseline 26%).

Results



Conclusions

"I think I am much better at my writing now because I keep meeting my target and it has made me feel more confident."

The children are so engaged and keen to make improvements to their learning.

"I never used to like writing but I feel like the short space of time is the right amount of time to write for."

Key Learning Points

- Children were most engaged when we used relevant music videos. It allowed them to appreciate the videos rather than just the music.
- I also asked the children what hooked them most and we created a ‘Jar of Hooks’ whereby I would randomly choose one if I was struggling for ideas.
- During a learning partnership visit, the children could confidently speak about their learning in terms of writing. It is now the area of the curriculum they can most confidently discuss.

Next steps

- Observe other practitioners to share stimuli ideas and to get more ideas to keep writing engaging (classroom displays, 100% target incentives etc)
- Share writing bundle with other staff members and support them to implement it.