

Improving Writing Outcomes for P5c Learners

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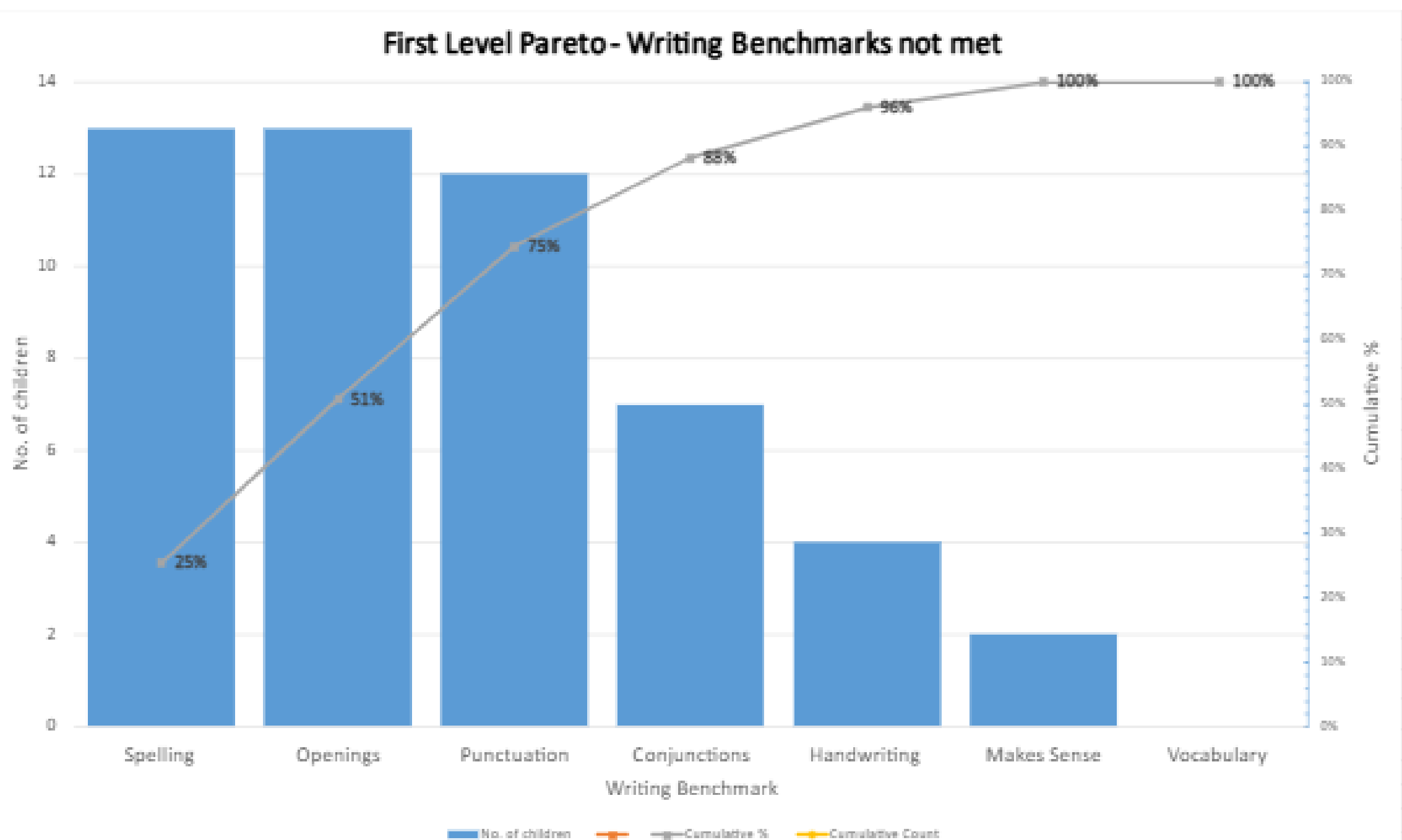
Stretch Aim: By January 2025, 50% of pupils in P5c will have achieved CfE First Level Writing Outcomes (Baseline 0%, 50% projected)

Teaching Aims:

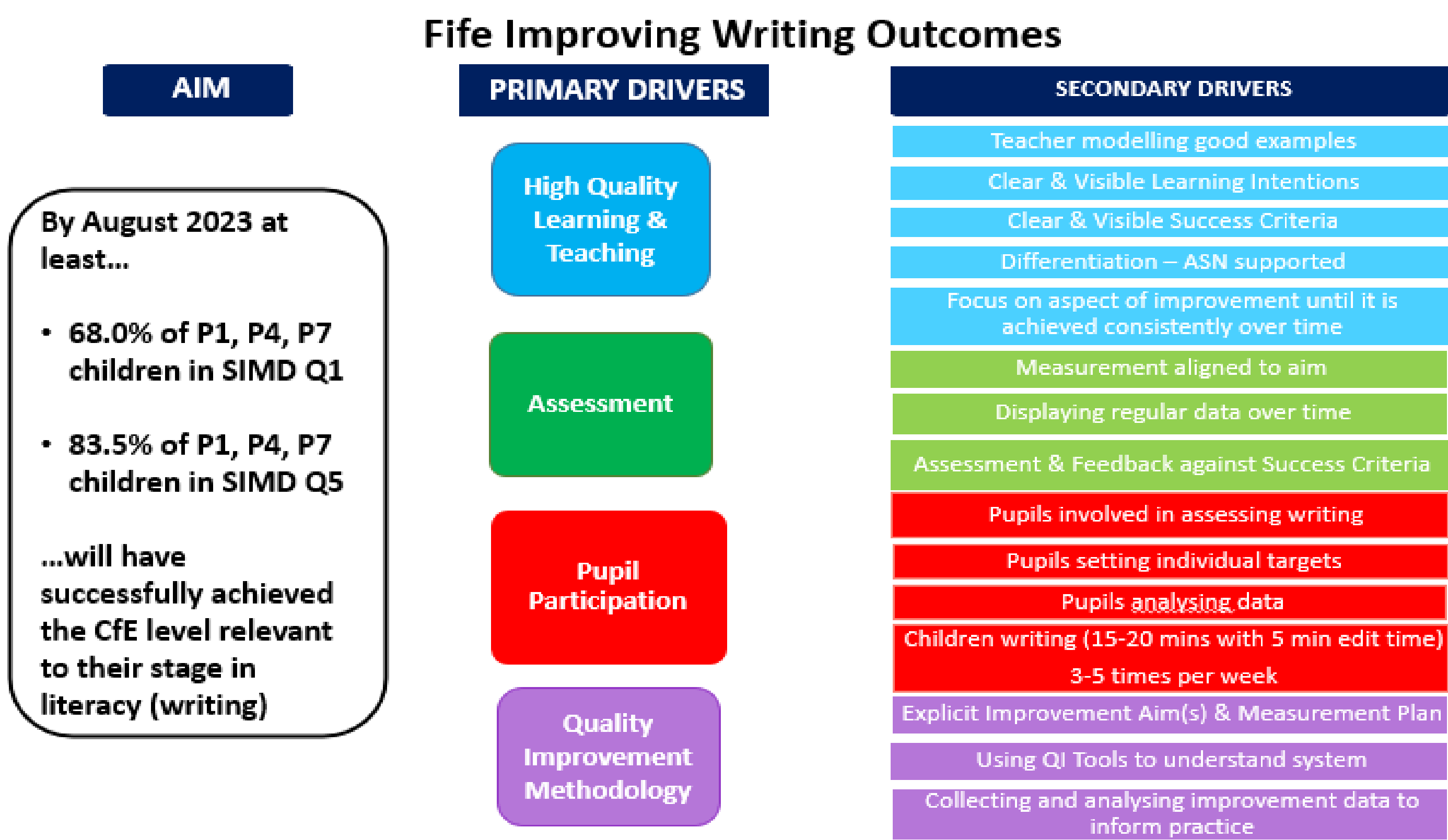
- By 18th of November 2024, 50% of P5c pupils will correctly punctuate* sentences (*capital letters, full stops, finger spaces, question marks, exclamation marks) within pieces of independent writing (August 2024 baseline 13%, 34% projected).
- By December 2024, 50% of P5c pupils will consistently use a variety of openers in their writing (August baseline 7%, 43% projected).
- By January 2025, 75% of P5c pupils will use a selection of conjunctions* (and, so, but, because) when writing independently (August baseline 50%, 25% 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 spelling but, due to the cohort, the best teaching aim to start with was punctuation.
- 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!

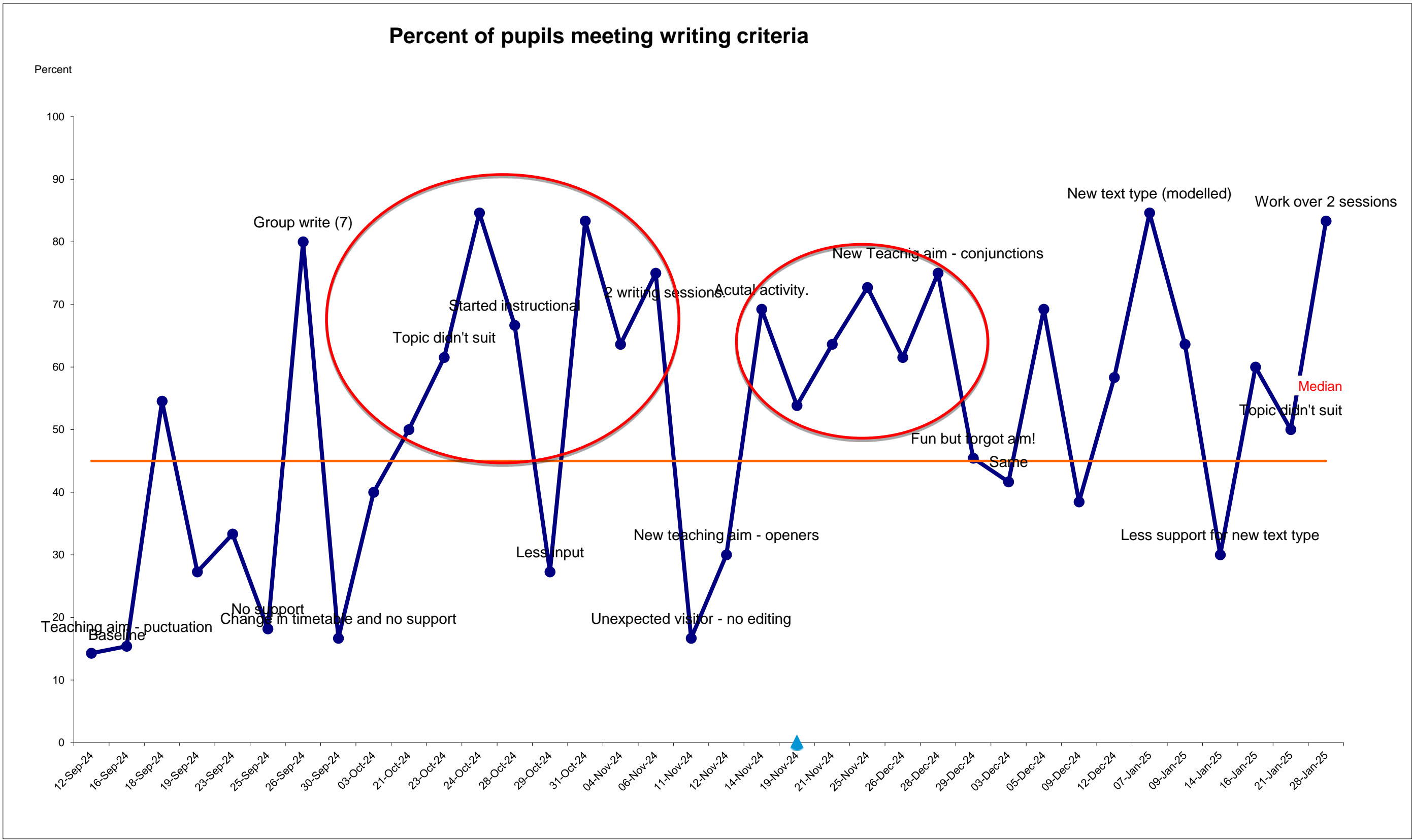
Achievements

By January 2025, 50% of children achieved stretch aim (baseline 0% in August 2024, projected 50%, achieved 50%).

By November 2024, 72% of children achieved teaching aim 1 - punctuation (baseline 13%, 34% projected, 59% achieved).

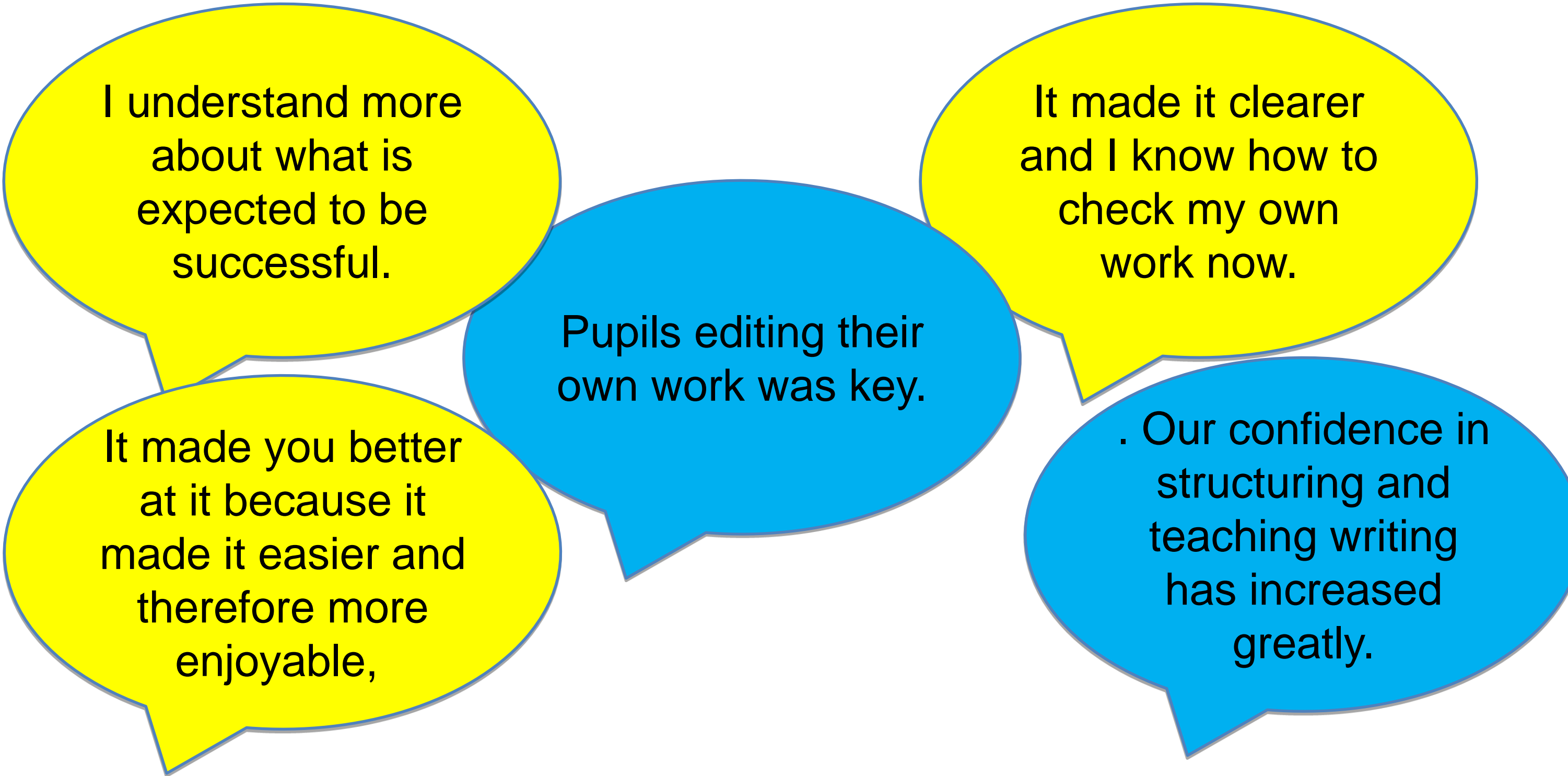
By December 2024, 66% of children achieved teaching aim 2 – conjunctions (baseline 7%, 43% projected, 59% achieved).

Results



Conclusions

What led to improvement (data shift)?



Key Learning Points

- Through the whole process, the stimuli was crucial as it needed to appeal to the pupils and be in their sphere of knowledge. It was not always easy to second guess this! Getting them to do the actual task when doing instructional writing really helped
- Pupils enjoyed seeing their learning journey on the class run chart and knowing how close they were to achieving the next teaching aim.
- Self-editing is key to the process and physically getting the pupils to highlight all the aspects of their writing led to real improvement in their sentences.

Next steps

- The aim will be to continue with whole bundle as it has given a clear & effective way to teach & improve the level of writing for this cohort.
- Combining these expectations with the work of Stephen Graham, on structuring a piece of writing for a given text type, is an ideal combination to increase the confidence, enjoyment and success of writing for teachers & majority of pupils.