

# Improving Writing Outcomes for P5H Learners

Hannah Hay, Class Teacher, St. Kenneth’s RC Primary School



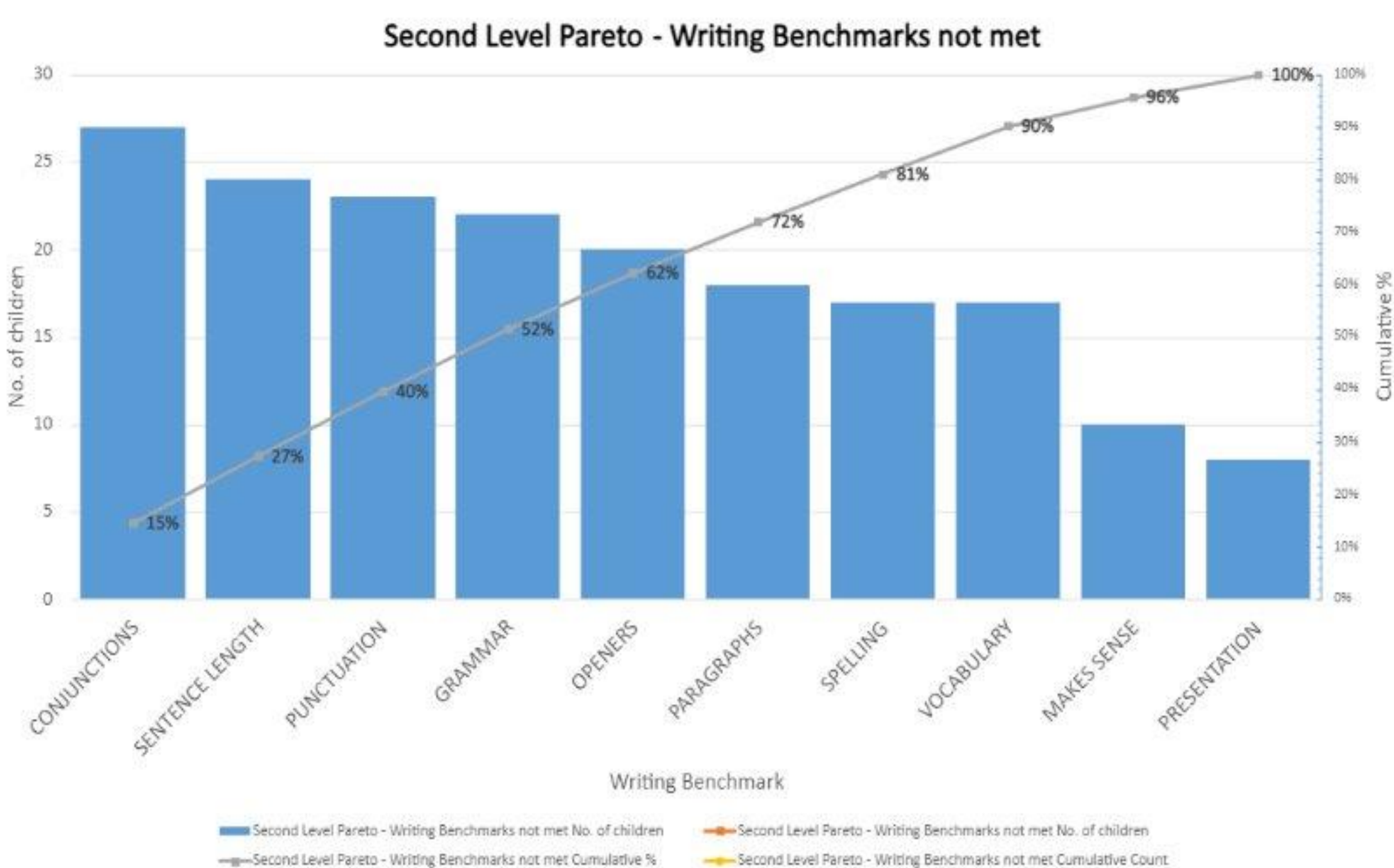
**Stretch Aim:** By May 2025, 100% of P5h pupils will be on track in second level.

**Teaching Aims:** By 18th of November, 100% of P5h pupils will correctly punctuate\* sentences in their writing. Baseline August 39% currently achieved, 61% projected.\*Second Level – capital letters, full stops, finger spaces, question marks, exclamation and commas.

- By December 2024, 100% of P5H pupils will consistently use openers in their writing (August baseline 35%, 65% projected).
- By January 2025, 100% of P5H pupils will use a selection of conjunctions (and, so but, because when writing independently (August baseline 13%, 87% projected

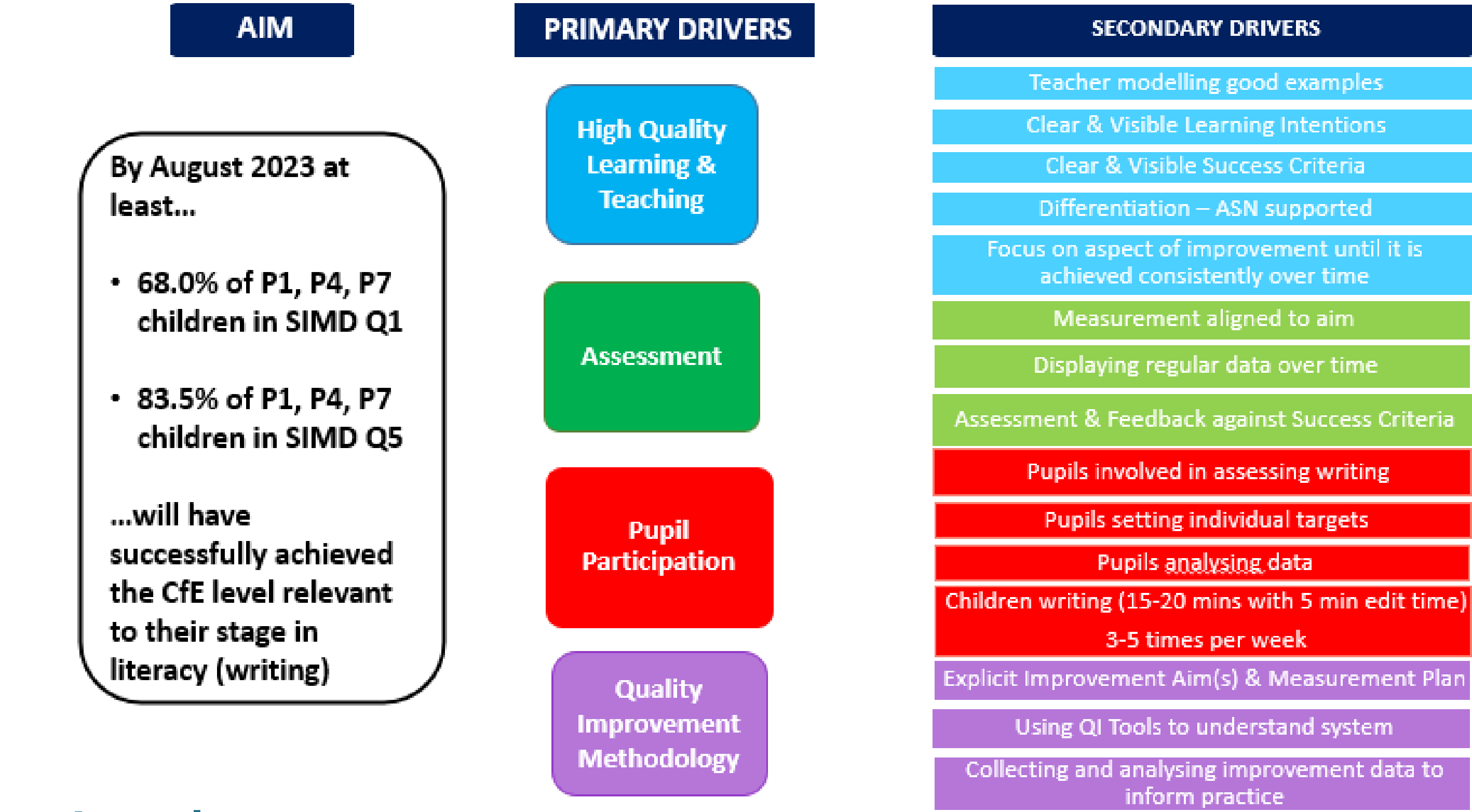
## Method

- 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 using proper punctuation (like full stops, commas, or capital letters).
- The pareto chart informed our teaching aims..



## Process Change

### Fife Improving Writing Outcomes



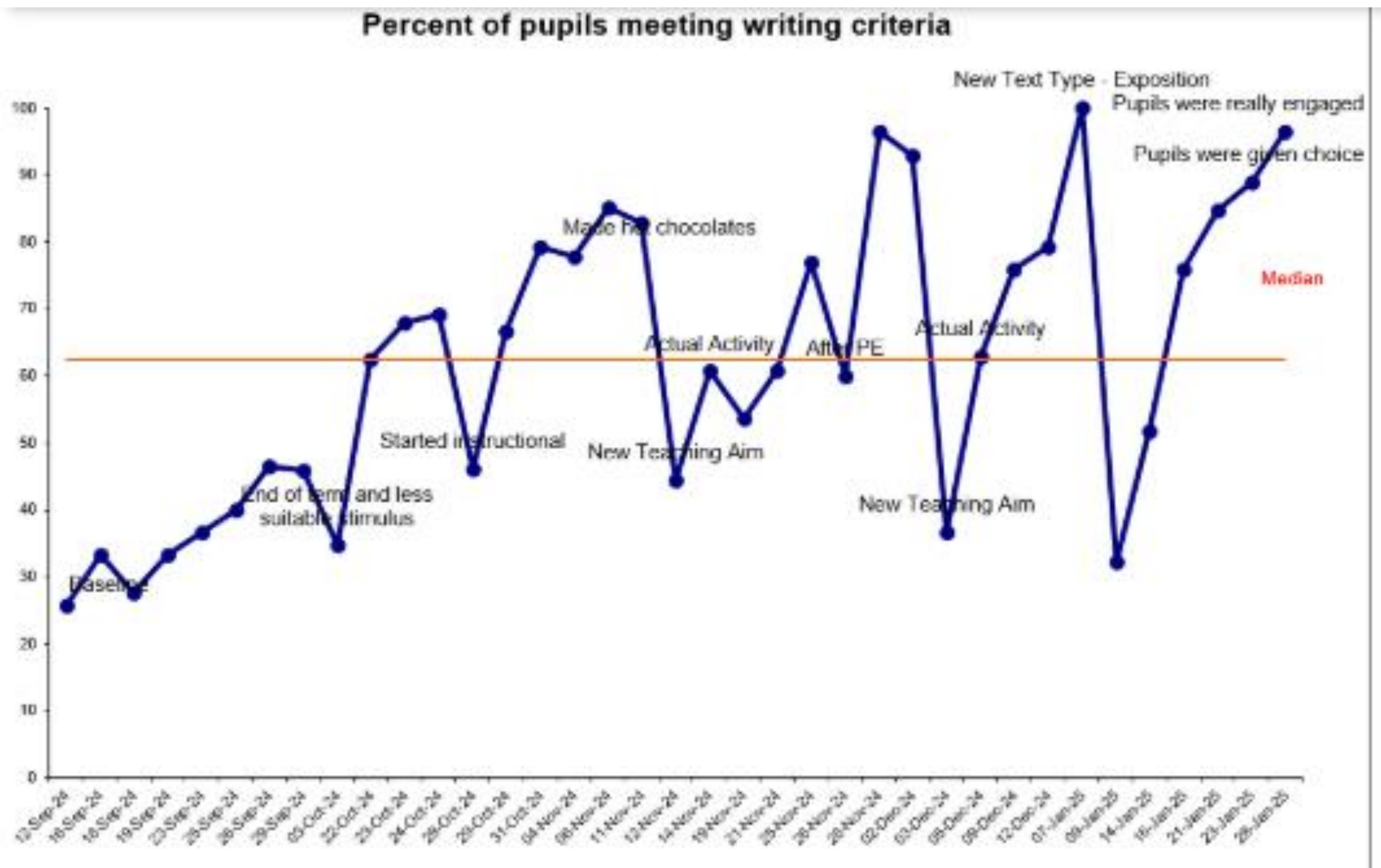
## Implement

- 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!
- Linking to Stephen Graham Writing approach.

## Achievements

By Nov 11th 78% of children achieved teaching aim 1 (baseline 39%).  
By Nov 28th 74% of children achieved teaching aim 2 (baseline 35%).  
By Jan 31st 86% of children achieved teaching aim 3 (baseline 13%).

## Results



## Conclusions

Consistency of writing – 3/5 times a week.

" I really enjoyed having a voice in our writing area e.g for or against."

" I LOVED having a highlighter to edit my own work!"

Teaching pupils to self-assess their writing correctly: Having a self-assessment grid.

The importance of having an exciting writing stimulus to motivate and keep pupils engaged.

## Key Learning Points

- Providing engaging prompts like pictures, story starters, real-life scenarios, or short video clips really helped spark creativity and engagement for my pupils.
- I also found that aligning writing with seasonal holidays or school events motivated pupil's engagement e.g. Christmas and Halloween.

## Next steps

- Set a routine by continuing to write 3-5 times per week and ensure they are writing for 15 mins and 5 minutes editing time.
- I will continue to celebrate writing success and display pupils work on the wall to boost motivation and confidence.
- Continue to encourage self-check process by providing visual aids and checklists during their 5 minutes editing time.