

# Improving Writing Outcomes for P4/5 Learners

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**Stretch Aim:** By 12<sup>th</sup> December 2023 80% of P5 and by 8<sup>th</sup> May 2024 85% of P4 will achieve First Level writing from a baseline of 0% in P5 and 0% in P4 (55% of P4 on track)

**Teaching Aim 1:** By 29<sup>th</sup> September 85% of P4/5 will accurately punctuate most, 75-90% of their sentences within a piece of independent writing. (Baseline 0%) using capital letters, full stops, question marks and exclamation marks

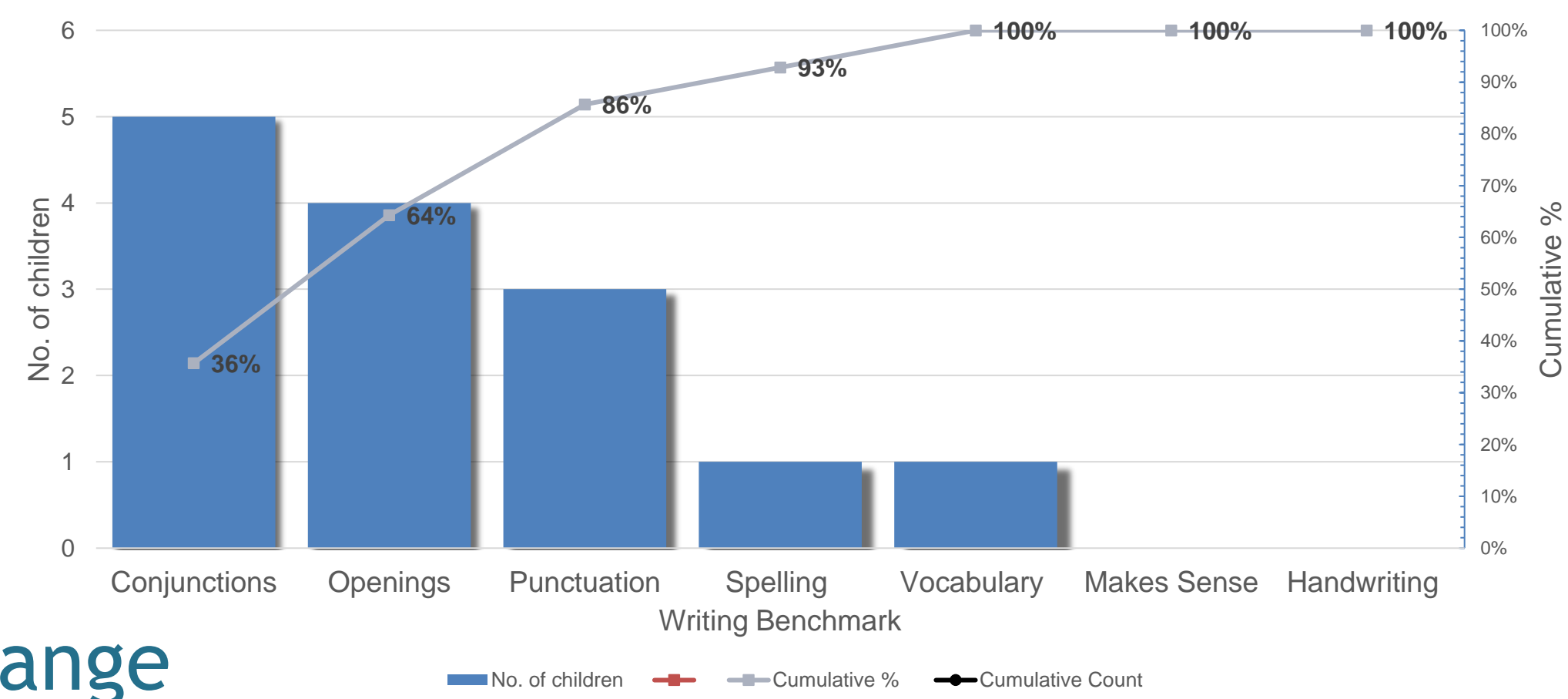
**Teaching Aim 2:** By 16<sup>th</sup> December 2023 85% percent of P4/5 will accurately add at least one connective (and, but or because) to most, 75-90% of their sentences. (Baseline 0%)

**Teaching Aim 3:** By 13<sup>th</sup> February 2024 85% of P4/5 will add at least one interesting adjective accurately to most, 75-90% of their sentences. (Baseline 0%)

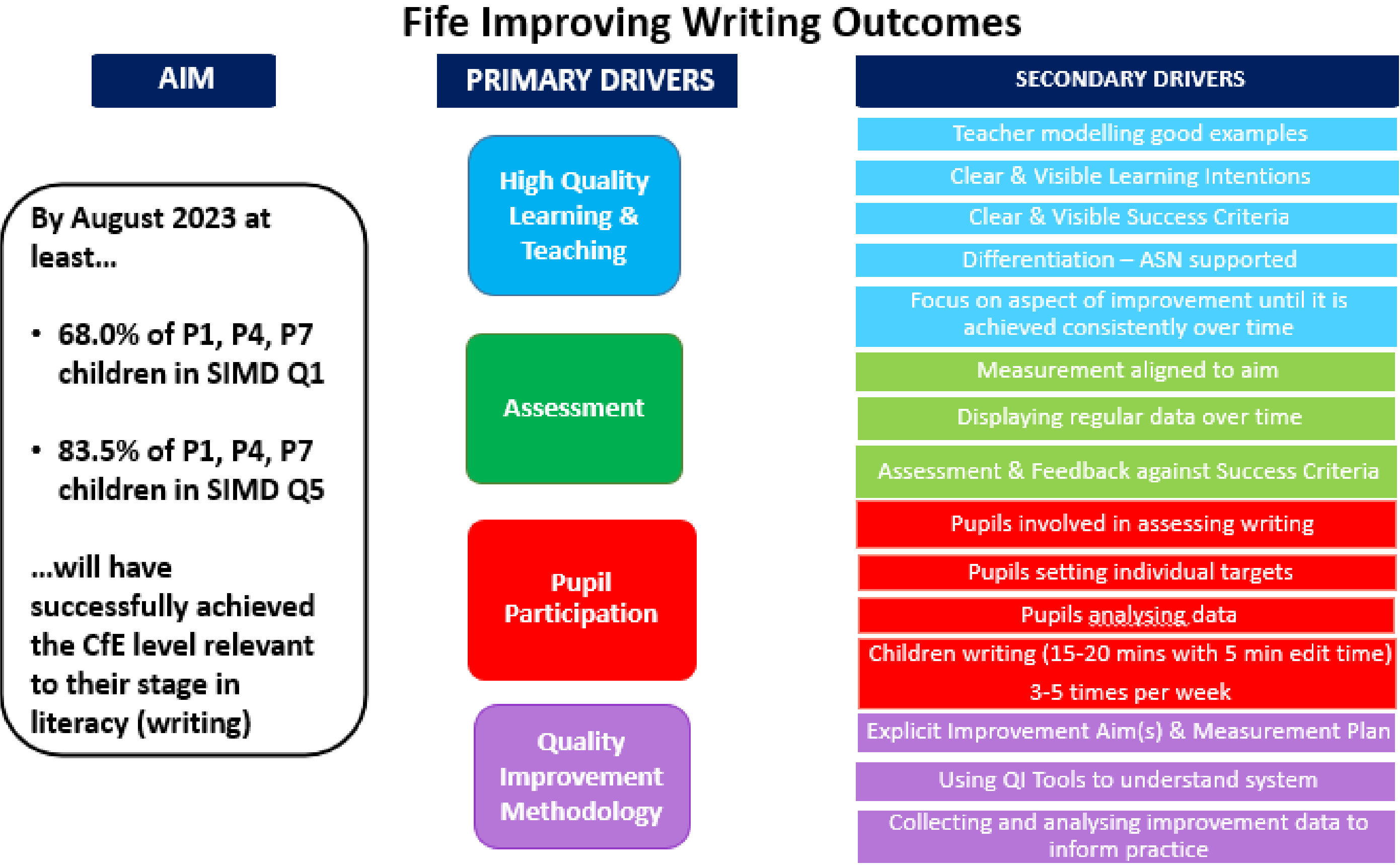
## Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 9).
- Carried out a baseline assessment against CfE benchmarks to help identify areas for development within the tools for writing.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was their enthusiasm for writing and applying their knowledge of punctuation marks into their written work consistently. The transfer of learned skills was tricky.
- The pareto chart informed our first teaching aim for the QI Model.

First Level Pareto - Writing Benchmarks not met



## Process Change



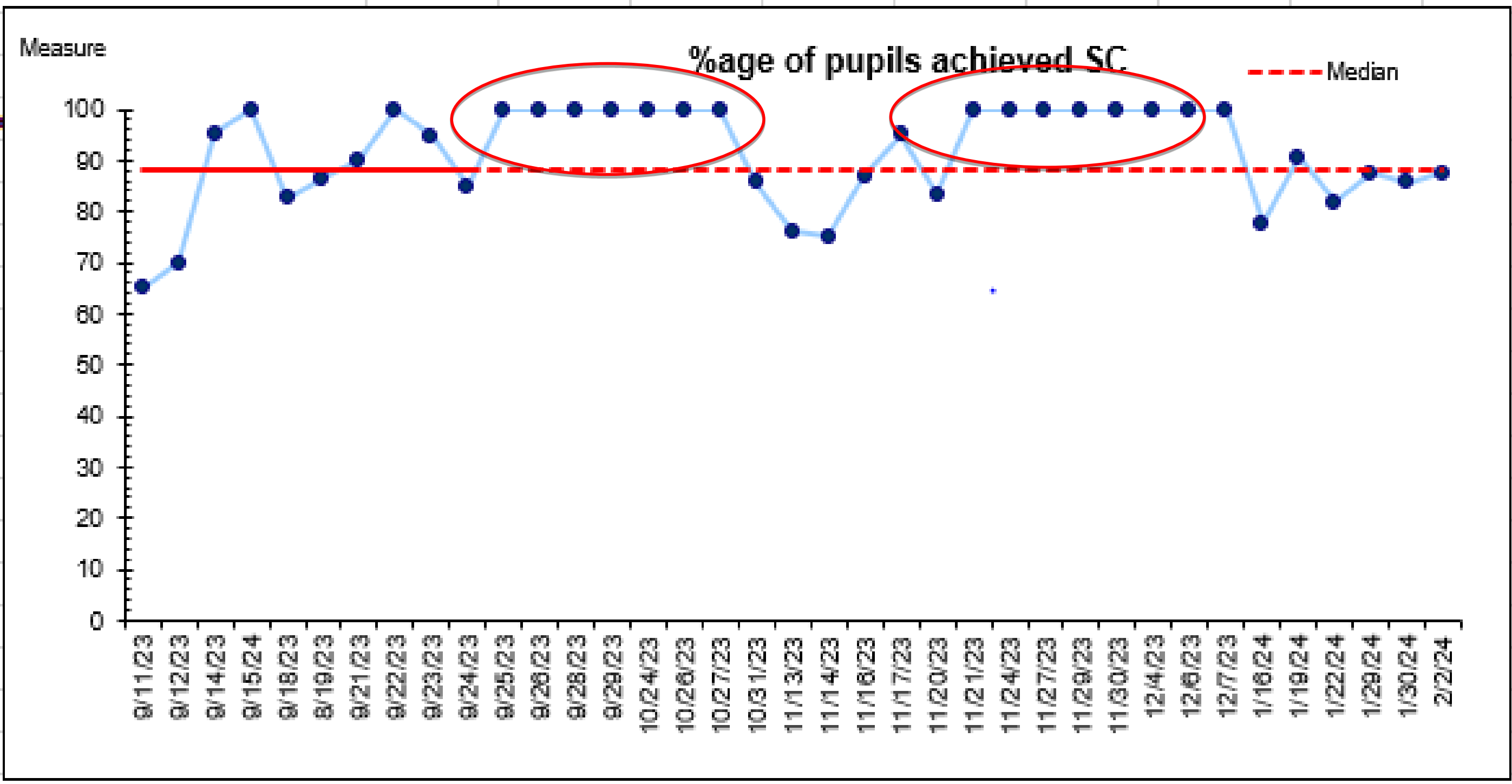
## Implement

- We agreed achievable goals as a class.
- Teaching input was delivered prior to teaching with stimulus shown to encourage and motivate pupils.
- A visual stimulus and Picture News was most popular. Other stimuli was chosen depending on genre focus.
- Children writing 3 or 4 times per week.
- Planning was shared and completed as a whole class and modelled carefully with a mixture of oral and written planning.
- WAGOLL was shown at the beginning of every lesson and pupils were chosen to share their successful work during plenary sessions each day.
- Shared planning for 10 minutes, write for 15 mins, 5 to 10 mins to self-check.
- Wordbooks, punctuation, connectives and vocabulary word mats/banks available as toolkit aids.
- Daily goals and targets met were discussed, displayed and shared with the pupils who found this part very exciting!
- Share Learning Intention and making Success Criteria were clear and discussed and displayed throughout the lesson with ongoing reference during the learning
- Learners used a different coloured highlighter for each of our learning aims to clearly show their individual success
- Feedback was provided individually through discussion of the targeted tool in the Success Criteria.
- The children were fully involved in each stage of the writing process!

## Achievements

- Improvements happened quite quickly during a short time period due to focused teaching.
- By 29<sup>th</sup> September 2023, over 85% of P4/5 learners were consistently and accurately punctuating sentences.
- As of February 2024, over 80% of P4/5 learners were on target to achieve First Level Writing. I am very pleased with the progress made from a class of learners who found writing a challenge.
- As a teacher I feel much more confident in teaching writing in a more manageable way. Using the focused aims to teach the tools for writing really improved pupil confidence and using the building block affect to add more aims as the skills become embedded worked well. All learners approached writing in a more enthusiastic way and achieved a good level of success.

## Results



## Conclusions

The pupils are now more willing to take part in all kinds of writing activities. Writing times are full of fun and enthusiasm!

I am now more confident with my writing. I like writing every day and have good skills.

## Key Learning Points

- Pupils are very clear with their use of punctuation and connectives.
- They have developed a great deal with vocabulary awareness
- The pupils responded well to the variety of stimuli being used.
- Modelling and sharing examples of writing increased pupil self esteem.
- Sharing the data and next steps daily has helped pupils excel in their personal targets.

## Next steps

- Continue working on and developing specific targeted writing tools
- Consolidate all learning regularly and use WAGOLLS to identify progress
- Train new members of staff and inform them of the projects success to improve pupil writing skills