



# Strategies for writing in KS2 pupils

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# KS2 SATS results

	2011	2012	2011	2012
	Level 4+		Level 5+	
<b>Maths</b>	80%	84%	35%	39%
<b>Reading</b>	84%	87%	42%	48%
<b>Writing</b>	75%	77% 81%	20%	20% 28%

# Lewisham SATS results

	Level 4+		Level 5+	
	Lewisham 2011	National Average 2011	Lewisham 2011	National Average 2011
<b>Maths</b>	80%	80%	35%	35%
<b>Reading</b>	83%	84%	42%	42%
<b>Writing</b>	76%	75%	20%	20%

Planning, revising and editing

Setting specific success  
criteria for writing

Writing with audience in mind

Collaborative writing

Summarising texts



Word processing

Reading good models

Pre-writing activities

Sentence combining

Research / inquiry activities

Writing as a tool for learning

# Research aims

- Identify writing weaknesses in KS2 pupils
- Compare WIAT-II scores with NC levels
- Describe teaching practises of teachers
- How frequently did the teachers respond?
- Experience, time, confidence, feelings

The frog is green.

The frog jumps.



*Can you put these sentences together to make one well-written sentence that means the same thing?*

*(WIAT-II, 2005)*

NEVER	SEVERAL TIMES A YEAR	MONTHLY	SEVERAL TIMES A MONTH	WEEKLY	SEVERAL TIMES A WEEK	AT LEAST DAILY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you ask your children to do the following:

### **Editing and assessment strategies**

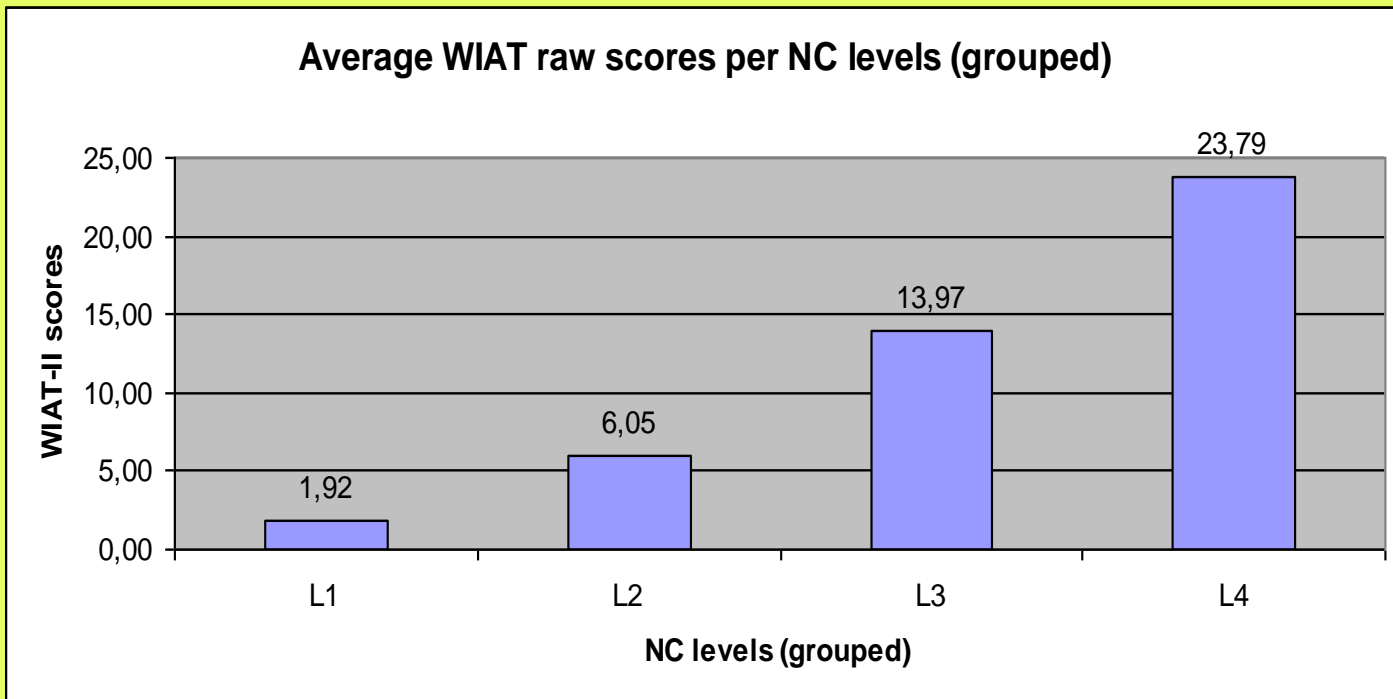
- Self-evaluate their own writing?
- Return to own text and edit/improve following self-evaluation?
- Peer-evaluate someone else's writing?
- Return to own text and edit/improve following peer-evaluation?

# Results

## Pupil weaknesses on WIAT-II

- Unusual expressions
- Sentence combining
- Spelling
- Punctuation

	Y4		Y5	
%	<i>NC</i>	<i>WIAT-II</i>	<i>NC</i>	<i>WIAT-II</i>
<b>Below</b>	58	40	60	78
<b>Target</b>	15	16	25	7
<b>Above</b>	27	44	15	15





# Vocabulary

<b>Questionnaire item</b>	<b>Yearly</b>	<b>Monthly +</b>	<b>Weekly +</b>
<i>Vocabulary strategies (%)</i>			
Wide range of vocabulary	0	75	25
Language appropriate to reader	0	63	37
Dramatising prior to writing	13	81	6
Hot seating	0	100	0
Freeze-framing	0	94	6
Oral rehearsal of targeted vocabulary	0	50	50
Paired talk	0	31	69

# Sentence combining

<b>Questionnaire item</b>	<b>Yearly</b>	<b>Monthly +</b>	<b>Weekly +</b>
<i>Connectives strategies (%)</i>			
Word classes & grammatical function of words	0	94	6
Complex sentence grammar	0	63	37

# Spelling

Questionnaire item	Yearly	Monthly +	Weekly +
<i>Spelling strategies (%)</i>			
Sound out phonemes	0	50	50
Words into sub-componenents	0	50	50
Apply knowledge of spelling conventions	0	44	56
Common letter strings	0	56	44
Spell check using dictionaries etc	6	44	50
Revise and build on previous knowledge of patterns	0	63	37
Common prefixes and / or suffixes	12	88	0
Words with inflectional endings	6	94	0

# Punctuation

<b>Questionnaire item</b>	<b>Yearly</b>	<b>Monthly +</b>	<b>Weekly +</b>
<i>Punctuation strategies (%)</i>			
Explicit instruction on . ? !	0	50	50
Explicit instruction on , ; :	6	69	25
Explicit instruction on other punctuation ( ) “ ” ...	31	50	19

*”I cannot find the time needed to thoroughly assess my children’s writing.”*

*”Writing just takes so much longer to mark than the other subjects.”*

*”I’m never quite sure which one out of their mistakes to focus on next.”*

# Discussion / limitations

- Is a monthly basis enough?
- Quality of strategy / intervention
- Self-ratings
- Larger scale study with observational component
- Comparison with other areas / countries

Success criteria—story opening

Have you...	?
Described the setting?	✓
Described your character?	✓
Used repetition?	✓
Used a short sentence?	✓
Have you asked a question?	✓
Have you used a simile?	✓
Have you used a metaphor?	✓

Well done - you met all the criteria!

① What have I highlighted these words? Correct them!

② Could you improve your sentence starters in both these sentences?

Thank you miss Jefferson. I don't understand the first thing you want me to do.

Excellent - how about the second?

I find it easy to do the second because I understand.

Wonderful!!

Monday 14th November

Q: Can I write opening of a story?

What a lovely first sentence!

Taller than a tower, the unknown figure stood by the sea. plasticine man walked along the sandy ground. How tall was he? His arms were like branches of a tree. His head was bigger than a house. His eyes were popping out of his head. His arms were like branches of a tree which touched the ground. Taller than a house it stood. It looked like a robot because he had a cube head and a cuboid body.

G: WNW - The thing that went well was the questions and description Vocabulary FBI - I added more similes

Tuesday 20th November

Q: Can I edit and improve my own writing?

① Taller than a tower, the unknown figure stood by the sea.

At first, he looked like he had a cube head and a cuboid body which kind of made him look a little bit like a robot. could it be?

① His eyes were popping out of his head. His arms were branches of a tree which touched the ground.

② I think I have met my target. Yes you have - well done!



# Learning from the results

- Main focus on SDP
- Weekly extended writing
- Three assessment points per year
- Extended staff meetings six times per year
- Initiatives rolled out at federated school





Thank you

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EXTRA SLIDES

## *Demographic information on pupils in subsample (%)*

Year	N	SEN			EAL			FSM
		School Action	School Action +	Statement	Stage of fluency			
					1 & 2	3 & 4	5 & 6	
<b>Y4</b>	21	14.3	9.5	4.8	19.1	23.8	57.2	47.6
<b>Y4</b>	24	16.7	8:3	0	0	33.3	66.7	33.3
<b>Y5</b>	19	5.3	15.8	0	5.3	15.8	79	21.1
<b>Y5</b>	21	14.3	23.8	0	14.3	19.1	66.7	38.1

# Teacher experience

- 50% taught less than 5 years
- 50% taught more than 5 years

	None					Extensive	Mean Score
	0	1	2	3	4	5	
<b>Perceived level of formal preparation to teach writing prior to qualifying</b>	2	6	4	3	1	0	1.69
<b>Perceived level of formal preparation to teach writing after qualifying (i.e. in-service training)</b>	2	2	4	4	4	0	2.38

# Courses attended

<b>Course title</b>	<b>Course focus (teaching strategy)</b>	<b><i>N</i></b>
Pie Corbett	Talk for writing / story telling / story maps	9
NQT workshop	Talk for writing	3
Ros Wilson	Talk for writing / vocabulary / grammar / punctuation	2
Engaging boys in writing	Oral / talk / acting as tools for engagement	1
KS1 oracy workshop	Using talk / story telling in preparation for writing	1
No courses attended	-	1

# Sentences, prompts and instructions provided to the children in the sentence combining task.

	Prompts	Instruction
Warm up sentence – DOG & CAT	The dog has fur. The cat has fur. Picture of dog and cat.	<i>Can you put these sentences together to make one well-written sentence that means the same thing?</i>
Sentence 3 – FROG	The frog is green. The frog jumps. Picture of a frog jumping.	<i>Can you put these sentences together to make one well-written sentence that means the same thing?</i>
Sentence 4 – MARK & ANN	Mark has a sister named Ann. Ann is six years old.	<i>Can you put these sentences together to make one well-written sentence that means the same thing?</i>
Sentence 5 – PETRA	The red team won the game. Petra kicked the winning goal.	<i>Can you put these sentences together to make one well-written sentence that means the same thing?</i>
Sentence 6 – ANTHONY	Anthony is a fast runner. Anthony is a fast learner. Anthony won the Best Athlete Award.	<i>Can you put these sentences together to make one well-written sentence that means the same thing?</i>
Sentence 7 – DO NOT USE AND	Picture of two girls.	Here is a picture of two girls. Write a well-written sentence that describes what is happening in the picture. Do not use the word <b>and</b> in your sentence. Write only one sentence and make sure you use the correct punctuation.
Sentence 8 – MUST USE HOWEVER	Picture of a boy and two robots.	Here is a picture of Jason and his two robots. Write a well-written sentence that uses the word <b>however</b> to compare the robots. Write only one sentence and make sure you use the correct punctuation.

# Most commonly used strategies

Questionnaire item	Yearly	Monthly +	Weekly +
Use of small whiteboards	0	0	100
Practise joined / cursive handwriting	0	19	81
Teacher feedback (written and oral)	0	25	75
Paired talk	0	31	69
Apply knowledge of spelling conventions	0	44	56
Sound out phonemes	0	50	50
Words into sub-components	0	50	50
Explicit instruction on . ? !	0	50	50
Oral rehearsal of targeted vocabulary	0	50	50

# Most commonly used strategies

Questionnaire item	Yearly	Monthly +	Weekly +
Set writing homework	0	100	0
Hot seating	0	100	0
Freeze-framing	0	94	6
Word classes & grammatical function of words	0	94	6
Words with inflectional endings	6	94	0
Student use of writing frames	6	94	0
Publishing - work on display	6	94	0
Vary degrees of formality	6	88	6
Common prefixes and / or suffixes	12	88	0
Word families, roots and origins	12	88	0
Students writing at home with parental support	12	88	0