Strategies
For
Improving Writing
In
Key Stage 2

Strategies
♦ Using ‘Response partners’
♦ Providing a choice of writing format
♦ Using marking and feedback

STAFF MEETING PACK

Based on findings from EDP 6.2 Writing Investigation
Context

This work is part of the continuing focus on writing through EDP 6.2. It was carried out in 2000 following a County-wide investigation into standards in writing in 1999.

Acknowledgements

The Suffolk Advisory Service and the County Writing Investigation Team in particular are very grateful to all the schools who agreed to trial strategies during the Spring and Summer terms 2000. We learnt so much from talking to the teachers and children involved in the project. This pack could not have been produced without the time and effort that each school gave to developing the strategy in their classrooms.

Thanks go to:

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_Halesworth Middle School_
_Melton Primary School_
_Ranelagh Primary School_
_Sidegate C P School_

Suffolk schools are welcome to photocopy this pack for use within their own institutions.

County Writing Investigation – Autumn 2000
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Introduction

This staff meeting pack on strategies for improving writing in Key Stage 2 has been produced as a part of the County Writing Investigation. During the Spring and Summer terms of 1999 the Advisory Service visited twenty schools where children were successful as writers. There were many common features between these schools and these were presented at the School Improvement Forums in Autumn 1999.

During the Autumn term 1999 the classroom practices of the schools visited were analysed closely and three classroom strategies selected for trialling in schools where the strategy would be new to teachers. The focus was particularly on the impact of these strategies on boys as writers. Three boys from Year 3 and Year 5 or Year 6 were interviewed before the implementation of the strategy and after it had been in place for one or two terms. The three strategies that schools trialled over two terms were:-

- Response partners
- Providing a choice of writing format
- Marking and feedback

This staff meeting pack contains the findings from these trials in the form of a summary of outcomes (including quotes from the boys interviewed) and guidance on how to begin using this strategy with a class in Key Stage 2.
Improving Writing
In
Key Stage 2

Strategy 1:
Using ‘Response Partners’
Response Partners – Guidance on introducing this strategy

What is a response partner?
- It is someone who is a critical friend. He or she offers help and support to their partner about all aspects of their writing.

Why use a response partner?
- It is vital to respond to writing in the presence of the writer and there is not always time for teachers to do this.
- It ensures immediate feedback.
- It ensures that comments are not dominated by handwriting and spelling issues.

Choosing a response partner
- Choose partners who will support each other. Factors to consider will include:
  - gender
  - EAL
  - ability
  - interest
- Or children could choose for themselves.
- Decide with children how often the partners will change. Swapping partners half termly or termly seems to be a good idea.
- See summary of outcomes for examples of how teachers decided on pairings.

How to use response partners effectively
- Provide clear guidance for the children before they begin. (See example sheets used with Year 3 and Year 5/6).
- Model being a response partner during shared writing, illustrating the sort of comments you could make.
• Make the first piece that children respond to a short piece of factual writing. This avoids children ‘exposing’ their personal writing to scrutiny when they are getting used to this new approach.
• Initially ask partners to only look for the good parts in their partner’s writing, then introduce making alterations.
• Decide when a partner will be needed (this could be discussed with the class). Will they be used for planning, thinking aloud, during composition, when first draft is complete?
• The right time to talk will depend on the task and kind of support that the children need from their partners. (See examples from boys in summary of outcomes.)
• Are they to comment on the whole piece or just one section?
• Build time into the lesson for discussion and alterations/improvements.
• Encourage positive developmental comments.
• The partner can also be used at the ‘thinking’ or composition stage.
Response Partners -
Summary of outcomes from school trials

- Support is there instantly, before the teacher
  “You don’t have to put your hand up and wait.”

- Positive effect on motivation and self-esteem from talking to a peer

- Gains in writing ability
  “I get different opinions that show me how to improve my work.”

- Children developed very responsible attitudes to their partner and carried out responses meticulously
  “Ellis you are very careless about capital letters.”
  “Hasn’t natter got two ‘t’s – we’d better check.”
  “When we were doing instructions I was just about to copy it up and I gave it to my partner and they said there were not full stops and marked them.”

- Can be used across the whole curriculum. (See example of guidance for Year 3.)

- Encourages independence
  “You don’t have to go out to their desk.”

- Children become familiar with the mark scheme or code used by the teacher
  “When your partner underlines in yellow that it’s a good word then you know to leave that one and not take that one out.”

- Confidence was improved and children were willing to share their work with a wider audience
• Pairings were based on a number of different criteria
  “If we had chosen our partners on our own then we would have been silly with our friends.”

• Pairs realised that negotiation was necessary if partners were to work
  “It’s about when you talk. Your partner might want to talk just when you thought of a good idea.”

• All the boys were VERY keen about the strategy
  “It’s like having a little computer by you.”
  “If your partner is good at one thing and you’re good at another then you can split your ideas.”
  “I really appreciate the time to talk before writing.”

• They could all say specifically which aspect they needed their partner’s help with most
  “My piece of work called ‘Cool Motors’ was really good. I used to get 1 out of 3 for organisation now I get 3!”
  (Average)
  “When we write a story we pass our plans to our next door neighbour. They check to see if it makes sense and whether it’s interesting. They suggest more exciting words.” (Below average)
  “I nearly always forget to put capital letters and full stops. My partner marks them in green.” (Above average)
  “When I work on my own it’s hard to make it make sense. My response partner can help me work it out.” (Average)
  “My response partner was spelling shelves ‘shev’ and I told her that it was wrong. She didn’t believe me so I looked it up in a dictionary and proved it to her.” (Below average)

• Children benefit in other subjects as they are using their response partners to discuss and check their work.
Guidance provided for Year 3 children

Cards displayed from a line across the classroom

How to be a response partner

1. Listen carefully whilst your partner reads the work
2. Read the work yourself
3. If you think a word is spelt wrongly underline it
4. If you think a word is missing use a sign like this ^
5. If some part does not make sense or could be better circle
6. If you think they have left out a full stop, comma, question mark, exclamation mark or speech marks use /
Guidance for Year 5 and 6 children

Using a response partner

Talking about writing with a partner

Ask your partner to read his/her writing aloud to you.
Listen carefully.
Then read it yourself.

Is it a good read?

1) Is the writing interesting/enjoyable/informative?
   Point out to your partner a line or two that you think is good (underline it in YELLOW).

2) Is there anything that is not clear?
   Talk about it and discuss how it could be better put.

3) Is there enough detail?
   Can you suggest any helpful words or expressions?

Is it easy to read?

1) Do any spellings need checking?
   Underline any spellings you are not sure of with a pencil (in RED). When you’ve finished talking use a dictionary to help you check them.
2) Are the capital letters and full stops in the right place? Pencil in any improvements (in GREEN).
Now do the same with your own writing – read it to your partner and listen to his/her ideas.

After your discussions you should be in a good position to improve your writing. Read it through and think about the changes you want to make. You may just alter a few words or you might write an improved version.

Show it to your partner and say **Thank you** for her/his help.

Well done!
Improving Writing
In
Key Stage 2

Strategy 2:
Providing a choice of writing format
Providing a Choice of Format –
Guidance on introducing this strategy

• Before the introduction of the strategy decide whether to offer a completely free or restricted choice of formats. Some children might be always be attracted to the same format and need to be offered choices which extend the range of formats that they are confident to write in.

• Ensure that there are narrative and non-narrative choices available as well as heavily or lightly structured formats.

• Give time to teach the structure and skills of writing in particular formats during shared and guided writing. For example,
  a. The formats that will be taught could be those from the NLS objectives identified in medium term planning.
  b. Set aside time to teach the skills, but decide which formats to teach when the children have made their choices and begun their writing. The focus would then be on those types of writing in which the children were least proficient.

• Consider using the strategy across a range of curriculum subjects as this provides more opportunities to implement the strategy and may also enable a bigger range of writing formats to be introduced.
Summary of outcomes from school trials

- **Provided increased and more effective opportunities for covering a range of writing types or formats.**
  This strategy enables teachers to see which writing formats their children prefer and feel confident to write in. It also provides an opportunity for the children to take control of how their writing will be presented.

- **Often confident writers chose the more adventurous options.**
  “The children really enjoyed the freedom of choosing. I was really surprised at the diversity of their choice.”
  (Y6 teacher who had given the class a free choice of format when writing in response to a picture. One outcome was a leaflet aimed at persuading people to adopt written by social services. This was written by a boy responding to a painting by Wilson Steer of two children on a beach.)
  (See enclosed case study for further examples of how a Year 6 teacher planned work involving the children making choices of format for writing over 5 weeks.)

- **Children have to be able to write in a range of writing types or formats for SATs.**
  In the SATs at Y6 the children have to make a choice of which writing task to complete. For many it is the first time they have had to make this kind of choice. Research from QCA shows that most children choose the first task that is on the paper.

- **Children developed confidence and competency with text types by writing them.**
  This helped to make their writing more varied and exciting.
  (See case study.)
• **Enabled children to make appropriate decisions that took account of their own strengths.**

Children chose the format that they thought they were better at or preferred writing in.

"I like having a choice because it makes it more interesting and fun to do". (Y3 boy)

“I like writing letters, so I chose to write letter about Ipswich becoming a city to the Prime Minister.” (Y6 boy)

"You know if you are good at doing a type of writing so you feel more confident. When I'm comfortable doing what I'm doing I can concentrate on my target". (Y6 boy)

Children often achieved more when they had made a choice of format. Less confident writers often chose a format that had an explicit structure, involved less continuous writing and included illustrations.

“One boy chose labelling parts of the body and wrote a description. He linked each part of the description to each label and achieved more than he usually did in his writing.” (Y6 teacher)

"I choose the lined paper sometimes because my writing goes downhill". (Y3 boy)

• **Children saw their work as having more individuality and this raised their self-esteem.**

“IT's good because you choose which to write and when they’re on the wall they don’t all look the same.” (Y6 boy)

"I like having a choice because you can use your own ideas and don't have someone telling you what ideas to write". (Y6 boy)
Case Study:

Providing a Choice of Writing Format to Focus on Writing for Different Purposes in Year 6

Information about this project can also be found in the Middle School publication ‘Literacy in Suffolk Middle Schools’.
As part of the LEA investigation into writing I was asked to focus on opportunities to encourage pupils to make choices. I planned a unit of work that allowed children to have free choice in writing options. However, as the unit progressed it became clear that there was no possibility of the children having a free choice in the writing options if they did not have the necessary skills to write in a variety of forms – children needed to revise writing structures prior to using them.

Therefore, the unit developed into a combination of approaches where children make choices alongside direct teaching of writing structures. I think this gave them confidence and prevented them from continually opting for the same type of writing.

As the work developed we produced prompt sheets for each writing format. These were produced and shared as part of each teaching focus. The aim of the prompt sheets was to enable children to make appropriate choices in their writing.

Contents

1. Using pictures as a stimulus for non-narrative writing
2. A narrative focus for choice.
3. Prompt sheets for writing options:
   - Letters
   - Stories
   - Diaries
   - Newspaper reports
   - Recounts
   - Instructions
   - Reviews
Starting with an image

Beginning with a picture meant that pupils were not presented with a specific text type as a model. The pictures that I used were chosen as they appeared not to reflect modern contexts and could be considered in a variety of different ways. After the initial activity when the children concentrated on the same picture I assigned the pictures to the children working in pairs. I felt that certain pictures lent themselves more easily to types of writing so I was able to support less confident writers. I had a wide range of ‘real’ resources available to the children. The pamphlets, brochures, publicity leaflets and flyers were good resources for the children to have and offered a good model for some children to use.

It was a busy week within the classroom and much of the whole class teaching came from the issues that had arisen as pupils tried to write their pieces.

During this week I became aware that I needed some form of instant reminder on the group tables, so that children could remind themselves of the features of types of writing they needed. Therefore I started to create a series of work cards which were permanently on the tables so that they could be referred to whenever necessary. These quickly became popular and children seemed keen to check they were setting about things in an appropriate way.

I think it was quite valuable to spend a whole lesson thinking about layout and I believe you could see the benefits in the finished products.
Plan for Flip Chart

Who is your audience?  
What is your purpose?

- Newspaper
- Brochure
- Song lyrics
- Poetry
- Holiday guide
- Diary Autobiography
- Formal Letter
- Review Critique
- Playscript
- Informal Letter
- King’s College
  Cambridge
  Picture

These are my group’s suggestions, you will probably find that your groups have different ideas.
Making choices within a narrative context

I planned a storyline which developed over three weeks. It focused on the disappearance of a young girl – Dawn Lancaster. As the story developed pupils were shown models of different writing formats and given opportunities to write interviews, newspaper reports, recounts, instructions, diaries, leaflets, letters and stories. After using each format they filled in the summary sheet ‘What have I learnt?’ as a personal aide-memoire to support them in the future.

During the final stages I hoped to draw together the various strands which we had covered. The loss of a briefcase became a useful narrative link in the story. Conveniently the briefcase could contain a variety of texts!

Clearly we had covered a lot of different writing styles and it would have been easy for the children to have become confused. However, they did seem to have a better grasp of the importance of purpose and audience as well as considering layout much more at the planning stage.

Many of the writing tasks provoked a lot of purposeful discussion. I will definitely consider again the idea of giving children a chance to select how they present their written tasks as I did feel that it made them more involved in the writing process.
### Writing for different purposes – What have we learned?

<table>
<thead>
<tr>
<th>Layout</th>
<th>Letters</th>
<th>Interviews</th>
<th>Story</th>
<th>Leaflet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points to remember</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Layout</th>
<th>Diaries</th>
<th>Newspaper reports</th>
<th>Recount</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points to remember</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Revision advice on how to write:

Instructions
Stories
Formal letters
Diaries
Reviews
Recounts
KS2 Writing Revision Instructions

When you are writing instructions it is very important to think about who you are writing your instructions for, your audience. For instance, imagine if you were writing a set of instructions to show a young child how to fasten their shoelaces. You would need to choose your vocabulary carefully so that they would be able to follow your advice.

How to write good instructions

Step One
Always begin by saying exactly what equipment you will need to complete the task successfully. You could use phrases like “You will need ....”. You could also put that information in its own box so that it stands out.

Step Two
Break down your instructions by presenting them in an organised sequence. Use numbers or steps to make the order clear.

Step Three
Try out your instructions so that you can check that they make sense and that you have not missed out any key facts.

Step Four
Keep your language straightforward and simple, e.g. “Fill the try with about 2cm of fine soil or putting compost. Spread it out evenly.”

Not
“Find a container and put some dirt in it or you could buy a bag of something from a garden centre. Then pour it in until you think you’ve got enough.”

Step Five
If you have time and it is appropriate add some diagrams to help your reader understand further.
KS2 Writing Revision – Story Writing

Here is a brief summary of some of the main points which you have already covered concerning story writing.

Finding a plot
Plots are the basic outlines of what happens in a story. You will need to decide on a plot and characters, this will help you to decide how long the story is going to be before you start. Lots of people write bad stories because they choose a plot which takes too long to write, so they get bored and end the story too quickly.

Think about the style of the story and use the right kind of language for it. Think about the atmosphere you want to create. Use descriptive language to create a tone for your story.

Who will tell the story?
Your story has to have a narrator, someone to tell the tale. If the narrator is a character in the story then write as if you are that person using “I” and “we”. If you choose this you must remember that describing your feelings is very important. Or you could choose to tell the story in the third person, e.g. “he” and “they”. You will need to write about what they think and feel, not just what happens. Remember once you have chosen a narrator you must stay in the same voice. Don’t change or the reader will think that you have forgotten who is telling the story.

Start in the middle and then set the scene
The best stories start right in the middle of the action, they make you want to read on. Your first sentence is very important. You need to let the reader know that the story is going to be interesting and that you are trying to create a certain tone and atmosphere.
KS2 Writing Revision – Formal Letter Writing

There are two main kinds of letter, formal and informal. Letters always have strict rules of presentation.

Formal letters

Formal letters are the type of letters which you might write when you do not know the person that you are writing to. These could be:

- Letters of complaint
- Letters of application
- Letters to a newspaper

These letters have much stricter rules of presentation than informal letters. Follow the rules carefully and you will be able to write perfect formal letters.

All letters should have the writer’s address in the top right hand corner of the page. Then put the date underneath. On the opposite side of the page you must write the name of the person and company to which you are writing. Then write your greeting, e.g.

Mulberry Cottage
Hawthorn Lane
Fenham
Sussex

14 March 1999

The Editor
Fenham Evening News
Crown Street
Fenham
Sussex

Dear Miss Lawrence

I am writing to complain about your article called “Lazy Kids!” which appeared in your paper on the 14 March 1999.

I believe this letter was an unfair attack on young people today because
Formal letters should be clearly laid out and they should explain clearly what the letter is about. They should not be too chatty or friendly but they should be polite and use vocabulary appropriately.

Try to use a three or four paragraph structure to plan the content of your formal letter like this:

- **Paragraph 1**: Say why you are writing
- **Paragraphs 2 & 3**: Make your main list of points, complaints or requests
- **Paragraph 4**: Finish off your letter in the appropriate way saying that you look forward to their reply, e.g.

   *I hope that you have understood my feelings on this matter and I look forward to hearing from you at the earliest opportunity.*

   *Yours sincerely*

   *Jane Porter (Miss)*

**NOT**

*So you better do what I say or else I’ll send the boys round! You’ve been warned.*

*From Jane (THE GORILLA) Porter*

Remember if you know the name of the person you are writing to you should sign off:

*Yours sincerely*

If you do not know their name it is:

*Yours faithfully*
Diaries are personal daily records. Diaries are private books, written for only the author to read. People often admit things in diaries which they would not wish others to know. Diaries can give an opinion and may even seem biased at times.

**How to Write Good Diaries**

1. A diary entry should always start with a date. Without that a reader would not immediately know that it was a diary.

2. Try to present the writer’s true feelings about the day’s events.

3. Diary entries will mainly be written in the past tense because they are looking back at what has already happened. There might be times when you can use the future tense if the character is thinking about what will happen the next day, e.g.

   Well I have decided what to do and nothing is going to change my mind. Tomorrow I am going to walk into his office and I am going to slam my list down on his desk. Then I am going to ……..

Remember to make your diary entries as interesting as possible. Nobody wants to read about what you had for breakfast or what you watched on television. If you’re writing a diary entry about it, it should have been a memorable experience.
KS2 Writing Revision – Writing Reviews

A review is a short essay which tells you what a book, film, television programme or theatre performance was like.

Start a review with a brief description:

1. Explain what you are reviewing.
2. You need to tell the reader what the title is and what kind of book, film or play it is.
3. Don’t explain the entire story, just give an outline.
4. Think about your readers. They need you to explain your views.
5. Book reviews should look at the style of the book and whether it is a good story that is enjoyable to read. You could also look at the author’s choice of language.
6. You could write about any particular message which you think the author is trying to communicate.
7. Your review should be divided into paragraphs for the different sections.

In this review I will be looking at the exciting novel, Surviving SATs, by I. Screem. This is a humorous exciting story, aimed at nine to eleven year olds. It tells the story of brave Carla, a young girl who is so fed up of the pressure of her forthcoming SATs tests that she runs away to London to challenge the Prime Minister. Her companion on this journey is her best friend Benny, a computer genius who finds it hard to write.

I thought that ..... 

Reviews can also look at films or theatrical performances. In those cases you would comment on some different areas. What do you think those areas might be?
KS2 Writing Revision – Writing Newspaper Reports

A report is an account of a particular subject – a description of the facts. You may be asked to write reports about events or happenings. You may be asked to write reports in different styles such as a newspaper journalist. Before you start your report think very carefully about the style that you should use.

How to write a good newspaper report

1. Describe the facts carefully. Try not to be biased but explain exactly what happened and, if you can, why.
2. Describe the scene, think about six major questions.

   What happened?
   Where did it happen?
   When did it happen?
   Who was involved?
   How did it happen?
   Why did it happen?

3. If it is a newspaper report it will need a suitable headline and byline.

Local schoolchildren become TV stars
*By our Education Correspondent R U Smellie*

Beyton Middle School children were celebrating today after hearing that they had been chosen to star in an episode of the award winning programme Grange Hill.

Remember that the opening paragraph of a newspaper report will often give the whole story in a few sentences and then go on to describe events in detail.
Recounts need to be written in a particular style as they are a way of describing something that has already happened. Therefore your recount will mainly be written in the past tense. When you write a recount try to follow this basic structure as your plan.

Paragraph One: Set the scene and explain where you have been, e.g.

As part of our class project on the Tudors we visited Hengrave Hall which is situated just outside Bury St Edmunds. The visit took place on 24 March and we hoped that our visit would help us to have a deeper understanding of Tudor Life.

Paragraphs Two Three and Four: In these paragraphs you will describe the day in chronological order. Remember to pick out the key aspects. We don’t want to know that you had sardine sandwiches for your lunch, e.g.

After a very comfortable journey we arrived at Hengrave Hall at approximately 9.30 a.m. I was very impressed with the house itself. It is a superb example of a Tudor manor house which was once owned by the Kitson family. Thomas Kitson was a successful wool merchant who once was visited by Queen Elizabeth I. We were shown around the house by Mr Taylor who showed us many interesting features such as the Library and the Minstrel’s Gallery. We could hardly wait for the next part of the visit as we made our way into the farm yard.

Paragraph Three: The farmyard and kitchen garden.

Paragraph Four: The chapel and family vaults.

Suffolk Literacy Strategy/Revision advice on how to write/KS2 Writing Revision – Recounts
Paragraph Five: This will be your conclusion. You should try to sum up the day and include some of your own personal opinions, e.g.

The day ended with a final talk from the owner Lady Kitson in the banquet hall. Lady Kitson was clearly very proud of her family’s long history and links with the town of Bury St Edmunds. One the way home I thought about all the different things which I had learned that day about lift in Tudor times. My favourite part of the day was the tour of the house which I found fascinating. I would strongly recommend a visit to an ancient house as a way of learning about history.

Some useful phrases:

As part of our class project on ........
Before we went ............
It was decided that we should visit ........
When we arrived ............
I had expected that ..........
I was surprised to see that ..........
Although I thought that ........
I found ..........
Looking back I ..........
In spite of my fears/worries/doubts ..........
The next part of our tour/trip/visit/itinerary was ........
In (name of person you met) words ..........
As (name of person you met) said ..........
I felt that ........
We were shown ........
It was demonstrated how to ..........
A guide told me that ..........
It reminded me of ........
Finally I would say that our visit was ........
My group found ........

Time Phrases

Firstly
Secondly
Later
During
Then
Next
Consequently
Improving Writing
In
Key Stage 2

Strategy 3:
Using marking and feedback
Marking and feedback –
Guidance on introducing this strategy

- **Use grades and marks with care**
  
  There is evidence to suggest that these are counterproductive and draw pupils attention away from comments. This is particularly true for boys.

- **Make sure that the purpose of each piece of work is clear and that marking reflects this purpose**
  
  Clear learning intentions are important in focusing the work and marking should reflect these.

- **When praising work always give a reason**
  
  There is a good deal of evidence to suggest that general praise given to boys is not effective. Praise should be linked to a reason.
• **Provide one or two suggestions for improvement and no more**
  
  Evidence suggests that too much feedback is not useful to pupils. Limit written comments to the most important areas for improvement.

![Handwritten example](image)

• **In discussion or verbal feedback try to ensure that pupils understand how each piece of work can be improved**
  
  Some feedback will be verbal, particularly with younger children. It should not be lengthy and should like to the one or two areas or writing that can be improved. Check that children understand how to improve their work.

![Handwritten example](image)

• **Give time for improvement to take place**
  
  Where possible, give time for children to respond to the feedback. For example, “I asked you to try and improve the first paragraph and I’m going to give you five minutes to do that now.”

![Handwritten example](image)
• **In planning, giving sufficient time to each genre so that children can act on comments in marking**
  “Some of the marking comments do not relate to the next piece of writing but I do try to use them.” (Year 6 boy)

• **Check that pupils have responded to improvements suggestions regularly**
  *Make marking more interactive:*
    a. Using guided writing time for carrying out suggested improvements.
    b. Encouraging children to initial a comment or make some other appropriate response.
    c. Using marking comments, if they relate to more than a ‘group’ of children, to select a child’s work to use for shared writing.
Marking and Feedback –
Summary of outcomes from school trials

Where the strategy had been fully implemented:

- **Children were clearly able to articulate their strengths and weaknesses as writers**
  “My pen makes a difference. I find poems easier and news reports and interviews. Letter writing is good. Stories aren’t good at all. Stories are hard and you’ve got to have good ideas and write lots so I don’t want to do that. Fred says I’m a natural poet.” (Year 6 boy)

- **Children could locate evidence within their work to justify this**
  “Now I’m joining all my letters. If you look here I didn’t join them. Somewhere my teacher wrote that I should join them.” (Year 3 boy)

- **Where children are given time to act on the comments improvements could be observed in subsequent work**
  “My teacher’s writing is really helping me with my work”
  “How?”
  “If I forget question marks and exclamation marks my teacher tells me here (points to a marking comment) and then I try to put them in next time. She also writes in my book when I’ve done right. She puts stars and says ‘well done’ for the question marks and exclamation marks.” (Year 3 boy)