

# A Picture Paints a Thousand Words - Using ICT to stimulate writing

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## What were your reasons for doing this type of development work?

The LA identified 10 schools where there was a differential between reading and writing end of Key Stage 2 test scores, with reading scores being higher. The schools identified were successful primaries, often with large cohorts of Yr 6, likely to engage in shaping their own CPD.

## Who might find this case study useful?

- Middle leader
- Subject leader
- Teacher

## Key points

### Point 1

Using ICT to stimulate writing

## School or setting

**Authored by:**

Jonathon Riley

**School:**

10 Cheshire primary schools

**Type of school:**

Primary

**Type of setting (if Early Years):**

LA maintained school

**Local Authority:**

Cheshire

**Region:**

North West

## Point 2

Reducing the gender gap, writing appealing to boys

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## What

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### Intentions

**What specific curriculum area, subject or aspect did you intend to have impact on?**

- English - writing

**How did you intend to impact on pupil learning?**

The aims of the project were to:

- Widen teacher's knowledge and expertise in using still and moving images to stimulate children's writing.
- Focus on a group of children and monitor their involvement in the writing process

An intended outcome for teachers was to know how to access and use readily available ICT software to support children's writing experiences.

**Free school meals:**

Less than 20%

### Learners

**Year**

**groups:**

Year 6

**Gender:**

Both

**Performance:**

At age-related expectation

**Whole school:**

**school:**

No

**People involved:**

**involved:**

Support staff,  
Carer, LA adviser,  
Middle leader,  
Parent, Teacher

**Number of**

**classes:**

20

**Number of**

**adult**

**learners:**

20

## What were your success criteria?

Improved Key Stage 2 writing results and improvements in boys's writing.

Teachers conducted pupil progress meetings, collected before and after samples of writing and made formative judgements using APP writing guidelines. End of Key Stage 2 test scores from 2007 and 2008 and an analysis of the gender gap were used.

**PLEASE NOTE this page has three tabs** - click 'Next tab' below or use tabs above to see Teaching approaches and CPD approaches

## What information or data did you use to measure progress towards your success criteria?

- Data comparison of cohorts
- Logs or interviews
- Pupils' work
- Test results

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## Teaching approaches

### What did you do? What teaching approaches (pedagogy) did you use to achieve the intended impact?

- Assessment for Learning (AfL)
- Collaborative group work
- Self assessment and peer assessment
- Teaching sequences

### Describe the teaching approaches you used

By exciting children with visual literacy, the project aimed to deepen children's creative understanding of narrative. Reading visual literacy requires new skills and thought processes but promotes inclusion. 'The Dangle', available on Teachers' TV demonstrates how writers construct visual texts in similar ways to written texts. It was this approach that succeeded in opening up new writing opportunities using ICT.

The project looked at still and moving images to stimulate writing at Year 6. Year 6 narrative unit 4 formed the basis of the work back in the classrooms where teachers used ideas from the project to motivate and enthuse children. Teachers used 'The Piano' as the visual text alongside 'The Long Walk' by George Layton as the written text. Year 6, Unit 4 Narrative requires children to : work on their own narrative using a range of devices to indicate shifts in time whilst maintaining cohesion for the reader. The written narratives can be illustrated and used as the basis of a short film combining images and music to retell the events.

There was an expectation that children would produce their own short film and many chose to use Photo Story as the presentation software for doing this.

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## CPD approaches

### **What did you do? What approaches to CPD and learning for adults were used?**

- Demonstration
- Modelling
- Training

### **Describe the CPD approaches you used**

Teachers engaged in two half days of discussion and exploration about ICT to enhance teaching and learning. The power of still and moving images was discussed backed up by examples.

Teachers discussed developing these ideas further through the delivery of Unit 4, Flashbacks.

### **What CPD materials, research or expertise have you drawn on?**

- Primary Strategy Consultant Support.
- Free resources from World Wide Web
- British Film Institute film clips
- Teachers' TV clips
- Espresso

- Primary Strategy Speaking and Listening Materials :  
<http://www.standards.dfes.gov.uk/primary/publications/literacy/818497>
- Boys' Writing Flyers: <http://www.standards.dfes.gov.uk/primary/framework/library/Literacy/writing/>

## Who provided you with support?

- Senior management

## How were you supported?

Teachers attended 3 half days of training with non-contact time to work with a colleague funded through Primary National Strategy.

Having the autonomy to try new ideas, free from scrutiny, helped promote 'teacher confidence', which in turn transferred to children's learning.

## Related Links

- <http://www.standards.dfes.gov.uk/primary/publications/literacy/818497>
- <http://www.standards.dfes.gov.uk/primary/framework/library/Literacy/writing/>

## Impact

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### On pupil learning

### What has been the overall impact on pupil learning?

Teachers reported that they themselves had enjoyed trying out new ideas in their own classrooms. From this stemmed much debate about the engagement of all children as writers, particularly boys who had in the past been reluctant to write.

Teachers reported that through the use of Photostory and presentation software, such as PowerPoint, children were much more engaged in the

drafting and editing process, being more willing to assess their own writing, keeping a sense of purpose and audience at the forefront of their work.

## **Thoughts you think are relevant to overall impact on learning**

Teachers were encouraged to think about the climate they create for writing, where they to are on a learning journey. When teachers were seen as writers, trying out new ideas and working WITH children, there was much reporting of children's progress in terms of increased self esteem and confidence.

## **Quotes you think are relevant to overall impact on learning**

"Some children now able to use emotive/stylistic writing"

"Super impact on whole class, wanting to work on extended pieces which is how I'll work in the future"

"Children were motivated by the power of ICT"

"They understood the power of inference"

"Children are better at cohesion"

"It really enthused all pupils, not just the boys. One boy in particular stands out, BL3; he was a very reluctant writer - regularly working now at a high level 3"

"Given me new ideas for ways of inspiring writers"

"Gave variation from using a text"

## **Quantitative evidence of impact on pupil learning**

- Data comparison of cohorts
- Periodic teacher assessment

## Qualitative evidence of impact on pupil learning

- Pupils' work

## Describe the evidence of impact on pupil learning

Percentage point reduction in gender gap (girls and boys end of Key Stage 2 test scores)

- 1/10 - no change
- 3/10 - 1-9% reduction in gender gap
- 2/10 - 10-19% reduction in gender gap
- 4/10 - 20-29% reduction in gender gap

Average gender gap reduction for the project was 7 percentage points

Significant increase in attainment in writing at L4+ and L5+. This was evident for girls and boys. The increase was the same at L4+ and greater for girls at L5+. There was a slight drop in attainment in reading.

Actual Writing Results

- L4+ increase 8 percentage points
- L5+ increase of 13 percentage points (17percentage points girls; 7 percentage points boys)

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## On teaching

### What has been the impact on teaching?

Teachers returned together at the end of the project and talked openly about how they had developed new skills and taught elements of Literacy differently. Many of these new skills were transferable to all areas of Literacy teaching. They were much more willing for children to be working at a higher level of ICT competence than themselves. They were comfortable as 'facilitors of learning', creating capacity for change and creativity.

### Quotes you think are relevant to the impact on teaching

"Given me new ideas for ways of inspiring writers"

"I have found super resources to use in the future"

"Developed planning - made ideas for Literacy much more interesting"

## **Evidence of impact on teaching**

- Teacher perceptions

## **Describe the evidence of impact on teaching**

Teachers are more willing to try out new ideas and resources and have put their new found skills to good use. Their enthusiasm to experiment has increased and therefore their confidence in using these both personally and with children.

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## **On school organisation and leadership**

### **What has been the impact on school organisation and leadership?**

Not applicable - impact at classroom level only

### **Evidence of impact on school organisation and leadership**

Not applicable - impact at classroom level only

# **Summary**

## **What is the crucial thing that made the difference?**

Teachers who were willing to try out new ideas and experiment with ICT were most definitely central to the project 'making a difference'.

"A brilliant way to inspire creative writing."

"Have really enjoyed meeting teachers who have great ideas and pinching them!"

What key resources would people who want to learn from your experience need access to?

- Photo Story 3
- Teachers' TV <http://www.teachers.tv/video/3337/resources>
- The Piano - Primary Framework Website  
<http://www.standards.dfes.gov.uk/primaryframework/literacy/planning/Year>
- The Monk and The Fish - British Film Institute
- Primary Strategy Speaking and Listening Materials:  
<http://www.standards.dfes.gov.uk/primary/publications/literacy/818497/>
- Boys's Writing Flyers: <http://nationalstrategies.standards.dcsf.gov.uk/node/85248>

What CPD session and resources were particularly useful?

- Primary Strategy Consultant led training
- Time to network with teachers engaged in same project
- Sharing experiences and resources

**If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?**

Start with a quality visual text, similar to The Monk and The Fish or The Piano, from which children can draw out the narrative and teachers can plan purposeful writing opportunities.

**What further developments are you planning to do (or would you like to see others do)?**

Running the project for the next academic year with a new cohort of schools.

## Related Links

- <http://www.teachers.tv/video/3337/resources>
- <http://www.standards.dfes.gov.uk/primaryframework/literacy/planning/Year>

- <http://www.standards.dfes.gov.uk/primary/publications/literacy/818497/>
- <http://nationalstrategies.standards.dcsf.gov.uk/node/85248>