



Year 4 Case Study

Improving writing outcomes

Research Report

About the Study

The study focused on the Structural Learning Tool (SL) and its effect on year four pupils' writing outcomes. The study observed three areas to determine the effectiveness of SL; quality of writing, social development, and cognitive processes. The long-term motivation for the study was to confront the national trend, where KS2 children are more likely to fall behind age expectations in writing skills than other subjects.

The Process

The study looked at existing research to determine any current evidence for the effectiveness of manipulative learning in KS2. Observations were conducted in English classes before, during, and after introducing SL into the learning process. A questionnaire followed to collect thoughts of children and adults taking part in the study.

Outcomes and Recommendations

Questionnaires and observations indicated that SL supports improved cognitive processes. SL use is encouraged in all lessons, as it supports linking abstract and concrete ideas. Collaborative learning is essential to the success of SL. Well-thought-out partnerships give better results and allow pupils to engage successfully. Those who struggled the most with SL were in the least compatible pairings for collaborative learning. Further research in the area to create a long-term analysis over several years is needed.

Karen Sivyler, 2020

“To learn structure, in short, is to learn how things are related.

Jerome Bruner

