

# TALK FOR WRITING RESEARCH PAPER

*The origins of T4W were in a 'Storymaking' teacher research project into .. The PWP Talk for Writing: Background Paper (Corbett & Stannard.*

The evaluators conducted a literature review of the supporting evidence for the Talk for Writing approach. Limitations of the study The programme was in development throughout the period of the evaluation, so this evaluation was not able to test a fully-developed version. Key conclusions of the project were: 1 most of the teachers were enthusiastic about implementing Talk for Writing within a whole school approach and felt that it provided a consistent approach to teaching writing. There were two comparison schools in Portsmouth and one in London. Was the approach feasible? Fisher, R. Interviews, lesson observations and a survey were conducted with school staff to collect views of the project and examine fidelity to the intervention. In addition, research has demonstrated that students who monitor their thinking during a task are more motivated and self-reliant Alexander, However, the evaluation was not able to securely estimate the impact of the programme on academic attainment, and prior research evidence provides a mixed amount of support for the principles underlying the approach. Is there evidence of promise? Last Update: 29 August In this section:. Writing conversations: fostering metalinguistic discussion about writing. Mixed The majority of heads and teachers reported a positive impact on pupil attitudes, progress and attainment. Observations took place in a small number of settings. Teachers were very positive about the programme and embedded some features in their classroom practice. Using talk to support writing. Education Endowment Foundation. Although schools had been working with the Talk for Writing team for a year when the second wave of questionnaires were released there was still a further five months of the programme to run. What did I learn from this piece of writing? How secure is the finding? When being metacognitive " How do I write? Responses to the questionnaire at second administration were limited in the comparison schools and a significant minority of teachers in the intervention schools did not comment on the programme. No Further work is required to develop the programme before it is subjected to a full trial. Each school appointed a "literacy lead", who was responsible for implementing the programme. Oral rehearsal also gives students the opportunity to justify their own thinking Alexander, Research Papers in Education, 31 1 , Rehearsing sentence structures and vocabulary in the oral domain can be used to help shape written sentences. York: Dialogos. References Alexander, R. The evaluation took place over twelve months and involved six of the 10 intervention schools, one of which withdrew halfway through the programme following the appointment of a new headteacher, and three comparison schools. This project sought to develop "Talk for Writing" into a whole-school programme. Teachers reported that it had an impact on pupils' writing skills. This developmental pilot was subject to an evaluation, which had three aims: 1 to appraise the research literature underpinning key dimensions of the "Talk for Writing" pedagogy; 2 to evaluate the promise and feasibility of the programme, and provide formative recommendations to inform future evaluation and development; and 3 to provide an initial quantitative assessment of the potential impact of the programme on writing skills that could be used to inform any future trial. What parts of the writing did I find challenging? Myhill, D. Rehearsing orally is particularly useful for joint construction. The evaluation used a mixture of quantitative and qualitative methods to examine the promise and feasibility of the programme and its readiness for a full trial. However, one school was withdrawn from the project by a new headteacher; 2 features of the programme were embedded in the classrooms, and teachers generally found the programme straightforward to implement; 3 the project displayed mixed evidence of promise. However, the literature review found mixed support from the current research base for the principles underlying the programme; 4 further research is required to securely estimate the impact of the approach on academic attainment. Is the approach ready for a full trial? It covered all primary age groups from nursery to year 6.