

**To explore whether creating and composing lyrics to represent the 'Talk for Writing' stories would increase the level at which pupils remember the stories in a year 3&4 classroom.**

**Context**

I am currently a trainee teacher working at Highbury Primary School. Previously I have worked as an unqualified music teacher for 2 years and this informed my research. Currently, the school I am employed at is partaking in the Talk for Writing initiative. This strives to improve and educate the teacher's ability to deliver outstanding literacy and ensure that children make good or outstanding progress. Therefore, I decided to conduct my research using a focus on Talk for Writing. As my role within the school consists of being involved in literacy booster group and being music teacher, it seemed logical to undertake research which incorporated my specialist subject, had the most resources available and the least amount of time restraints. I decided to focus my research in year 3 and 4, as this was the age group I teach literacy. The study took place in a mainstream primary school in Cosham, Local Education Authority of Portsmouth with a total number of 297 pupils and was carried out over a period of two full school terms.

**Summary of Project:**

For my research project, I decided on a main research objective of: **To explore whether creating and composing lyrics to represent the 'Talk for Writing' stories would increase the level at which pupils remember the stories in a year 3&4 classroom.** This study question allowed me to explore both literacy and music as a subject independently and collaboratively as well as inform my own literacy and music teaching within the primary school setting. The subsidiary questions I aimed to cover through this study were:

- Does music allow pupils to more readily access the 'Talk for Writing' text through composition?
- Does music education have any impact on the effectiveness of children's memory in literacy?
- Can literacy and music work alongside each other to consistently and significantly improve the memory and application of 'Talk for Writing' texts within children's writing?

I explored each of these aims in relation to my main objective and analysed both qualitative and quantitative data that I collected throughout the research process.

### Methodology:

I conducted my research in both literacy and music via sessions in both subjects each week. Firstly, I needed to understand the prior knowledge and ability of the targeted children. Therefore, I decided to study their writing trackers as well as obtaining teacher and teaching assistant verbal assessments of the targeted children in literacy. I also did this by collecting baseline data for each of the targeted children from previous unaided writing. Once the sessions were completed after each Talk for Writing project I used their Literacy unaided text to assess what progress they had made as well as their confidence, participation in re-telling and vocabulary work. This helped the research to become structured and meant the evidence gathered had a clear start and end point. I completed three cycles of research within two terms.

### Key Findings

Through both the qualitative and quantitative data I have collected over 3 cycles I concluded that composing lyrics to represent the 'Talk for Writing' stories has increased the levels at which pupils remember the stories in a year 3&4 classroom. I came to this conclusion through extensive research and results, all of which show progress in a range of areas which only further lend credence to my conclusions. This research has produced positive and significant results demonstrating that, when collaborative, literacy and music can work alongside one another to improve not only children's academic ability, but also their enjoyment, confidence and in some cases, memory.

### Reflections

My next steps will be to discover whether this intervention could be applied to other subjects other than literacy, possibly trying to implement it across the curriculum linking to many other subjects. My next project will be to implement my current music and literacy intervention across the school phases into KS1 and upper KS2 and determine whether it produces the same positive results.

### Key Contacts

Lead Contact: Elizabeth Noice

Contact Details: Highbury Primary School 02392375404

Email Address: [enoice@highbury-prim.portsmouth.sch.uk](mailto:enoice@highbury-prim.portsmouth.sch.uk)