

Supporting pupil progress: a detailed analysis of one child's holistic development, with justification for the next steps in learning.

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The purpose of this essay is to gather data on the holistic development of one pupil, from a range of curriculum areas, in order to identify next steps for progression. The holistic development will be considered through application of the ASK model, which places emphasis on more than just the academic skills and knowledge of pupils (Nottingham, 2013). The school context and information on the pupil will be provided, however, in line with ethical guidelines set out in BERA (2018) and the University's code of practice (UWTSD, 2017) both will be anonymised. The chosen method of data collection is through the Mosaic Approach which will be explained further in due course (Clark and Moss, 2011). Finally, possible interventions will be proposed to assist progression in the pupil's learning through the identification of next steps.

The school is a large two form-entry faith school which is based in the county of Carmarthenshire. The school currently has 19% eligible for free school meals pupils, which is the national average for Wales (reference anonymised). The observed pupil, to be referred to as Pupil A from here on in, is a 6-year-old female currently in a Year 1 class of 22 pupils. Pupil A is not eligible for free school meals and does not have any school interventions currently in place. The class teacher indicated that Pupil A is presently working at an Outcome 4 overall. Based on the guidance provided by the Foundation Phase Profile Handbook (see Appendix 1), Pupil A is over 72 months old so should reasonably be expected to be working towards an Outcome 5 (Welsh Government, 2017).

For the purposes of analysing Pupil A's holistic development, focused areas of analysis will include: Mathematics; Literacy; Well-being; Physical Development and Knowledge and Understanding of the World. Data from these areas will be collected by adopting the Mosaic Approach.

The Mosaic Approach is an approach which pieces together data collected by multiple methods and the chosen data collection methods can be seen in the table in Appendix 2 (Clark and Moss, 2011). This approach has been successful in carrying out research with young children, as it acknowledges the importance of listening to the views of children

(Thomas and Lewis, 2016). The United Nations Convention on the Rights of the Child (1989) sets out the rights available to all children. Article 12 bears particular relevance to the methodology as it requires a child's views to be respected (UNCRC, 1989). According to Clark and Moss, children should be seen as "experts in their own lives; skilful communicators; right holders and meaning makers" (2005:p5). The Mosaic Approach enables children to express their thoughts, feelings and opinions through a range of child-friendly media methods (Clark and Moss, 2005). Thomas and Lewis (2016) uphold that this is known to be successfully implemented practice in Reggio Emilia settings in Italy.

Greenfield (2011) maintains that research involving children should acknowledge the way children make sense of the world around them and that their ideas should be listened to. The Mosaic Approach takes on a constructivist ideology that meanings can be constructed by the child themselves (Clark and Moss, 2005). According to Piaget (2002) children make sense of the world by discovering for themselves. Alternatively, Vygotsky places emphasis on social interaction to bridge gaps in the child's knowledge (cited in Pritchard, 2014). The learning environment tends to foster elements of both independent learning and 'scaffolded' learning in order to build upon a child's prior knowledge (Bruner, 1986).

Whilst undertaking research with children, special care should be given to ethical considerations (UWTSD, 2017). As Pupil A is under the age of 18, consent was sought from the school setting in addition to the pupil's parents (Appendix 3). The purpose of the research was explained to Pupil A and although she agreed to take part, it was essential to give the opportunity to withdraw at any time (Greig et al., 2007).

The data collection methods adopted for the Mosaic Approach have been carefully selected with consideration to their strengths and limitations to collect valuable data. Allowing the child to take photographs gives an insight into how they perceive their learning environment (Busher, 2012). The photographs were then used as visual prompts to gather more information during the informal interview (Appendix 4). Roberts-Holmes (2005) outlines how taking their own photographs is another way of children expressing themselves visually. The interview with the child was audio recorded to ensure all information was correct (Thomas and Lewis, 2016). A transcript of the audio recording can be seen in written form in Appendix 5. Using the photographs as a talking point gave the interview elements of structure and gave the pupil something familiar to talk about (Roberts-Holmes, 2005).

Although interviews are a suitable method for collecting qualitative data, the validity becomes questionable when the child is aware of the research goal and may alter answers to seek adult approval (Greig et al., 2007). The school marking policy requires an indication of the level of support given to the pupil during each task. This informs formative records in evidencing whether the child has met the skill specified in the learning intention. Possible limitations may be that formative records could only apply to the child's ability for that particular skill and not the overall ability within the curriculum area (Wiliam, 2009).

Macleod-Brudenell and Kay (2008) suggests that using questionnaires alongside interviews ensures that data collected is accurate. The questionnaire was designed to be child-friendly by using emoji faces to display Pupil A feelings about learning, which is in accordance with creating a positive classroom culture for developing a child's well-being (Van Petegem et al., 2008). Pupil A often initiated conversation meaning it was easy to build a relationship to find out her likes and dislikes, which Roberts-Holmes (2005) suggests is essential to be able to collect data from children. However, the answers given during the interview with Pupil A (Appendix 5) would suggest that they were tailored to please rather than truly reflect her likes and dislikes, which is known as the 'halo effect' (Denscombe, 2014:p91; Thomas and Lewis, 2016). Nonetheless, the nature of the Mosaic Approach is to draw upon multiple sources of data which strengthens the validity through triangulation (Greig et al., 2007).

David et al. (2003) suggests that all areas of learning and development are linked, and it is in fact a child's social and emotional development that forms the basis for all other areas. In agreement, Donaldson highlights the necessity of ongoing assessment to feature evidence that maps the next steps for learners "beyond the formal classroom" (2015:p83). Nottingham's ASK model places importance on the child's attitudes, skills and knowledge in the learning process (2013). He suggests that in order for a child to make progress in their learning there is a requirement to develop all three areas throughout their education (2013). Vygotsky suggests that having a positive attitude towards learning is socially constructed by imitating others around them (cited in Nottingham, 2013). Bronfenbrenner (1979) argues that the family environment or economic climate can influence how a child feels about their education. In contrast, Bandura (1977) proposes that emphasis should be placed on the child's cognitive development in their tendency to replicate behaviour observed in the school environment. However, he goes on to suggest that it is possible for children to observe others and not alter their own behaviour, as motivation plays an important part in making those changes (Bandura, cited in Gray and MacBlain, 2012). A class reward system is in place as a

motivation, as mentioned by Bandura, to encourage pupils to conform to the expectations set within the classroom (cited in Gray and MacBlain, 2012). Through observing Pupil A during classroom routines, it is clear that she responds well to the class rewards and always sets a good example for others to follow (Appendix 6). As Pupil A already displays exemplary behaviour, Behaviourists would argue that this is conditioned behaviour in response to a reward (Pritchard, 2014). Claxton (2002) suggests that a good learner requires having the ability to remain engaged even with distractions present. During carpet time, pupils are positioned according to their attainment grouping set by the class teacher. Pupil A is positioned to sit next to another pupil who regularly displays behavioural issues. During the interview, the class teacher explained that this is due to Pupil A being a model pupil and always sets a good example to others. It is clear when analysing the data that Pupil A displays a strong level of resilience and therefore can be identified as having the attributes of a good learner (Claxton, 2002; Bandura, 1977) (see Appendix 7 and 8). The class teacher revealed that Pupil A had received the 'Headteacher's Award' for her exemplary behaviour, awarded by members of staff covering the class whilst the class teacher was attending a weekly course (Appendix 7). Pupil A's desire to please shows that she has a positive attitude to learning, which Nottingham would refer to as a trait of an 'outstanding learner' (2013:p5). Pupil A's response to the questionnaire shows that she feels positively about learning (Appendix 9). Nevertheless, Pupil A's desire to please could be upkeeping in showing signs of the 'halo effect' (Denscombe, 2014:91).

Although Bandura (1977) and Bronfenbrenner (1979) are commended for their work surrounding wider influences on a child's learning, they fail to give credit to the psychological needs of the child (Gray and MacBlain, 2012). On the contrary, the Welsh Government has identified well-being as a key influence on a child's success (2019). Looking at the Personal and Social Development and Well-being aspect within the Foundation Phase Framework (Welsh Government, 2015), Pupil A shows signs of working at Outcome 5 (Appendix 10). Attributes such as resilience and self-awareness, identified within Nottingham's ASK model (2013), are also mentioned as being essential to supporting the development of the four core purposes of the curriculum in Wales (Donaldson, 2015). Data collected shows how Pupil A shows these attitudes in Appendix 5, 7 and 8). By asking Pupil A to reflect her feelings surrounding her school experience, she was able to express her thoughts by selecting the appropriate emoji. This enabled the pupil to voice her opinions on her learning experiences (Roberts-Holmes, 2005; Cremin and Burnett, 2018).

Nottingham (2013) also placed emphasis on developing pupils' skills. The curriculum in Wales developed a skills framework to encourage the development of skills needed for learners to progress as lifelong learners (Welsh Assembly Government, 2008). This suggests that skills and knowledge go together as opposed to being taught as separate entities (Nottingham, 2013). Furthermore, Donaldson (2015) agrees that greater emphasis needs to be placed on the development of skills to encourage a successful education system.

Literacy is accredited as being a cross-curriculum responsibility which lays the foundations for learning across the curriculum (Donaldson, 2015). When tested in February, Pupil A's reading age came out as 16 months below her age. It is evident from the phonic assessments carried out each term that Pupil A often mixes up letters within a word. For example, 'slod' was read as sold, 'tiss' was read as its (Appendix 11). This is also prevalent in Pupil A's writing whereby she writes 'the' as 'hte' (Appendix 12). The class teacher also mentioned noticing slight tendencies to confuse the order of letters and reversal of letters. This can be referred to as sequencing difficulties, which Reid suggests could be an early indication of dyslexia (2017). Furthermore, this is evident in work collected from a phonics lesson on the 'sh' sound (Appendix 13), showing how Pupil A had circled 'fihs' instead of fish and 'crahs' instead of crash. Pupil A took a photo of the reading area and explained during the interview that she enjoys reading (Appendix 4 and 5). There is no further evidence in support of this statement as Pupil A never chose to be in the reading area when given the choice about which area they would like to visit. The class teacher regularly reads a story to the class as part of the daily routine and Pupil A always listens attentively and shows interest in the stories (Appendix 6). The class teacher noted that the reading test, which generated Pupil A's reading age, does not contain picture clues. Pupil A's school reading book is a Big Cat Red 2b, which is classed for ages 3 to 5 years (Appendix 14). An example of a page from Pupil A's reading book can be seen in Appendix 15. Whilst reading, Pupil A could answer questions surrounding the text and make applications to her personal life. It is possible that Pupil A uses a variety of reading strategies, such as using picture clues and making sensible guesses from the context (Cremin and Burnett, 2018). According to Lawrence, it is easy for a child to 'mask' their dyslexia if they are intelligent and have a positive attitude to learning (2009:p21). Furthermore, it is difficult to confirm dyslexia as all children tend to reverse letters in the early stages of learning to read and write (Lawrence, 2009). The school follow the Read Write Inc. scheme and assess the pupils' ability to read sight words throughout the

year. The class teacher highlighted that Pupil A has not made any progress on her ability to read sight words since the beginning of the academic year. Wyse and Goswami (2008) indicate that ability to read sight words increases reading fluency. Clark and Rumbold (2006) state that encouraging reading in the home can lead to a child reading for enjoyment rather than seeing it as a chore.

During the interview, Pupil A identified that one area she feels she needs to improve is her handwriting. Although poor handwriting can be an indication of dyslexia identified by Reid (2017), it is clear from the examples of work that Pupil A forms her letters clearly. This may suggest that Pupil A does not know how to self-assess accurately as it is not a true reflection of an area Pupil A needs to improve (Grigg, 2015). The interview was semi-structured to allow for flexibility of Pupil A's answers, which meant that Pupil A's answers were sometimes vague (Greig et al., 2006). The interview questions remained open to ensure that the pupil was not led to specific answers and their rights under the UNCRC (1989) were adhered to (Thomas and Lewis, 2016).

Mathematics is also considered to be a cross-curriculum responsibility (Donaldson, 2015). There are four attainment set groups for Mathematics based on tests that were conducted on entry to Year 1; one high attainment, two middle attainment and one lower attainment. Pupil A is placed in the middle attainment group with 5 others. Within the setting, Mathematics is taught in three session blocks whereby the discrete skill is taught, then practised and finally applied to the topic. Whilst sequencing the days of the week, Pupil A worked independently during the discrete and practise skill sessions, so it was decided that she would be given the same challenge as the higher attainment group of recording the days of the week (Appendix 16). Furthermore, this skill is identified as a Year 2 skill under the Foundation Phase Framework (2015). Nottingham states that teachers regularly set "performance goals" which are based on the expected outcome for the child's age or attainment (2013:p13). He maintains that "[learning goals] focus on where the individual needs to go next, regardless of where their peers are" (Nottingham, 2013:p13). During the interview, Pupil A revealed that she likes Mathematics as she "usually gets them all right". This shows that Pupil A associates enjoyment with success (Frey et al., 2018). Black and Wiliam (1998) suggest that a positive environment needs to be created so that children feel confident enough to make mistakes and learn from them. Pupil A was asked how she felt about making mistakes, her response suggests that her attitude towards learning is positive (see Appendix 17). She also revealed

that when she does not know the answer she just “guesses”, which shows she exhibits the qualities needed for successful independent learners (Nottingham, 2013). The class teacher felt that Pupil A benefited from using practical methods to experiment with new Mathematical concepts (Appendix 18). It is possible to assume that Pupil A gets the answers correct, as she has already developed a “mathematical disposition” or understanding of the concept in a real-life context (Wait, 2017:p149).

Whilst undertaking a Physical Education (PE) lesson, which required the skill of bouncing a small foam ball on a tennis racket, Pupil A had one attempt and then quickly handed it over to her partner. When asked why she had not swapped back for a second go, she got visibly upset and admitted that she did not like the activity. According to Bandura, children who lack self-efficacy avoid tasks that offer a challenge and lack belief in their own ability (Gray and MacBlain, 2012). It was brought to the attention of the class teacher, to which they suggested it was out of character for Pupil A, as she normally immerses herself fully into the PE lessons. This became evident from observing Pupil A during playtime, as she often chose to play football with other members of her class and did not shy away from physical elements of the game, such as tackling (Appendix 8). It could therefore be suggested that she felt comfortable in her ability to play football yet lacked that confidence when being introduced to a new physical skill of using a bat and ball. It could be worth considering that children can behave differently around new people and Pupil A may have been aware that she was being observed whilst attempting a new skill (Greig et al., 2007). Pupil A indicated that she enjoyed all aspects of PE lessons by circling a happy emoji (Appendix 9). This was reiterated during the interview, whereby she stated that she likes to run around (Appendix 5). Pupil A is showing aspects of Outcome 5 in Physical Development (Appendix 19). Her fine motor skills are of a good standard and examples of her cutting out and pencil control can be seen in Appendix 16. Multiple sources of data show that Pupil A enjoys carrying out activities using fine motor skills such as writing, colouring and tracing (Appendix _). This could be used when designing next steps, as Donaldson (2015) suggests that using a child’s interest can inspire their desire to learn.

Pupil A has shown good knowledge surrounding the life cycle of a butterfly which comes under Knowledge and Understanding of the World within the Foundation Phase Framework (2015). She has shown enthusiasm in learning about the life cycle and asked good questions to find out more information whilst the topic was being introduced. Pupil A was able to

confidently order the stages of the life cycle during the practical activity (Appendix 20). Pupil A then took a photo of what she had produced and explained that she had really enjoyed the activity (Appendix 4). Pupil A was absent for the next steps, designed to consolidate the use of ordering words whilst writing an explanation of the life cycle. It is not possible to give Pupil A an outcome based on one piece of work therefore more evidence would need to be collected before offering next steps specifically relating to this area (Welsh Government, 2017).

Whilst considering Pupil A's next steps, it is appropriate to consider the nature of the curriculum in Wales. Moving away from stand-alone subjects has led to cross-curricular teaching of skills (Thomas and Lewis, 2016). With this in mind, next steps suggested for one particular area will also benefit other areas of the curriculum. The proposed new curriculum in Wales has developed 'What Matters' statements which set out what the individual pupil will need to do to in terms of progression steps in order to assist a continuum of learning (Welsh Government, 2018). For instance, reading is a skill that enables pupils to access all areas of the curriculum (Cremin and Burnett, 2018). As Pupil A's reading age is significantly below her age, it will become a priority to put strategies into place to help close the gap.

In order for Pupil A to progress in Literacy, first and foremost strategies would need to be put in place in order to monitor closely whether she continues to show signs of dyslexia with changes being made to the learning environment (Reid, 2017). Lawrence (2009) goes on to say that although teaching professionals can spot the early identification signals of dyslexia, it remains the role of a trained professional to give a full diagnosis.

Phonics is taught under the Read Write Inc. programme, so sight word intervention is already carried out in the setting between 8:45am and 9:00am daily. It would be beneficial for Pupil A to practise sight words regularly to improve fluency (Wyse and Goswami, 2008). The impact of the Read Write Inc. programme can be seen in Appendix 21. Self-monitoring strategies should be encouraged, such as using alphabet strips to check whether letters have been formed correctly (Reid, 2017). Reid (2017) goes on to say that intervention can be effective in small groups. Pupil A's phonic group consists of 15 pupils to one member of staff. It was clear from the 'sh' lesson that Pupil A had not used the self-assessment correctly as a checking strategy (Appendix 22). Grigg (2015) points out that it cannot be presumed that children know how to use self-assessment strategies. This is supported by Wiliam (2009), who suggests that children should not be expected to carry out self-assessment independently,

as this will strengthen misunderstandings. Next steps would be to ensure that Pupil A is fully aware of how to use this assessment for learning strategy to ensure she has checked for sequencing issues. The Teaching and Learning Toolkit (EEF, 2019) gives an effect size of an additional seven months for self-regulation (Appendix 23). Furthermore, continuing the use of Phonics intervention will give an effect size of an additional six months (Hattie, 2009).

In consideration of Pupil A's progression in Mathematics, it would benefit her if teaching continues to be practical and applicable to real-life contexts (Donaldson, 2015). This would encourage the holistic development needed for Pupil A to apply skills taught to any situation throughout her life (Cremin and Burnett, 2018). Additionally, it could prove valuable to tap into her interests to continue to develop stimulating learning environments to foster her holistic development and curiosity (Nottingham, 2013). Planning for valuable learning outdoors could be incorporated more into the delivery of Mathematics activities (Thomas and Lewis, 2016). In support of this, Wait (2017) suggests doing Mathematics outdoors develops curiosity and creativity, which closely relates to the attitudes of a good learner (Nottingham, 2013). The use of outdoors will also relate to further development of health and well-being and physical development (Cremin and Burnett, 2018). Outdoor learning has low costs to implement and has an effect size of an additional five months (Hattie, 2009). Whilst sequencing the days of the week Pupil A was challenged to complete an activity which adopted the Year 2 skill of recording the days of the week, which she coped well with. Pupil A took photographs of the challenge areas as her favourite part of the classroom (Appendix 4). The challenge areas have differentiated tasks clearly labelled with the attainment groups for children to access the right level of work. It could be suggested that whilst carrying out independent tasks in the challenge areas, Pupil A may benefit from having the choice to challenge herself with work that is set for the higher attainment pupils. Next steps could involve changing the challenge areas to contain 'mild', 'spicy' and 'hot' levels of work for children to take ownership over the level of challenge they would like to set themselves (Bragg, 2016).

In order to progress in her Physical Development, Pupil A will need to gain confidence in order to continue practising skills that need improvement. As the PE lessons are taken by another teacher during Planning, Preparation and Assessment (PPA) sessions, the lessons tend to adopt a different skill each week. In order for Pupil A to have sufficient opportunity to practise skills, Lawrence (2012) suggests that pupils need opportunities to practise the skill

on their own rather than in pairs. Ensuring that there is enough equipment for each pupil to use individually will enable Pupil A to make progress.

As previously mentioned, literacy is considered a skill that enables access to other aspects of learning (Donaldson, 2015). In order to make progress in Knowledge and Understanding of the World, Pupil A would benefit from reading a variety of reading books, including non-fiction. As Pupil A makes progress in her reading, the books she will be able to access will contain more information. Whilst reading the book about bones, Pupil A was able to name the skull, ribs and spine despite the book not displaying such vocabulary. According to Ofsted (2010), knowledge of a wide vocabulary helps the pupil to learn how to read fluently and for enjoyment.

Pupil A has had poor attendance in the last two weeks of term, meaning she missed out on the sessions learning about o'clock in Mathematics and writing an information text in Literacy/Knowledge and Understanding. The school's Attendance Policy identifies the impact of poor attendance, which can be seen in Appendix 24. The class teacher disclosed that Pupil A's attendance is currently 85%, which could suggest that she is at risk of underachieving according to the statistics stated within the Attendance Policy. As Pupil A has displayed a clear enjoyment for school in the data collected, it is reasonable to consider the wider home-school links. Estyn (2015) suggests that high expectations of attendance should be made clear to parents. As previously highlighted, Bronfenbrenner (1979) maintains that the wider community can impact a child's education, which is evident by Pupil A having time off for family holidays. In the review of the proposed curriculum, Donaldson (2015) encourages engagement of the wider community to ensure full support can be given to the success of the pupils. It would be beneficial to bring the Attendance Policy to the attention of all parents when reports, which displays their child's attendance percentage, are sent out. Inviting parents in to the learning environment for a day could help establish how much learning is covered during a school day (Lueder, 2011). This will allow the parents to realise the gaps created in their child's learning from poor attendance (Cremin and Burnett, 2018). Creating positive home links will assist with interventions surrounding Pupil A's progression in reading. According to Clark and Rumbold (2006) parents should encourage their child to read at home as it shapes the pupil's perception on the importance of reading. Greenhough and Hughes (1998) found that parents are more likely to decode for a child if they show hesitation when reading. In order to ensure reading at home is as beneficial as

reading in school, parents could be invited in to take part in guided reading sessions whereby the class teacher can model how to support the child's reading. Hattie (2009) maintains that parental involvement in their child's reading can have an effect size of an additional four months.

Overall, the importance of involving children in data collection surrounding their learning has proven to have strong links with improving well-being (Alexander, 2010). However, in this instance Pupil A's responses to the data collection suggest that she was seeking adult approval rather than reflecting honestly (Denscombe, 2014). Whilst considering Pupil A's holistic development, the data provides strong evidence that she holds positive attitudes towards learning. Therefore, in consideration of Nottingham's ASK model (2013) Pupil A is more likely to readily accept the interventions suggested for progression. According to Gray and MacBlain (2012) next steps should be unique to the child with consideration to the rest of their lives. Teaching professionals should not assume that their role is to merely ensure the children in their class reach the expected outcome for their age; instead teachers need to think long term in moving the child's learning on holistically (Gray and MacBlain, 2012). In heed of this, the proposed new curriculum for Wales is built on the basis that progression can be mapped for each individual to make progress at a rate that suits them and by taking different paths to achieve progress (Welsh Government, 2018b).

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<https://hwb.gov.wales/draft-curriculum-for-wales-2022/health-and-well-being/> last accessed: 27th May 2019

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Appendices

Appendix 1 – Foundation Phase Profile Handbook (Welsh Government, 2017).

Aligning outcomes to expected ages

The outcomes can be broadly aligned with the expected ages of development. These are listed below.

Expected age of development	Related outcome
6–12 months	Foundation Phase Outcome Bronze
12–18 months	Foundation Phase Outcome Silver
18–24 months	Foundation Phase Outcome Gold
24–36 months	Foundation Phase Outcome 1
36–48 months	Foundation Phase Outcome 2
48–60 months	Foundation Phase Outcome 3
60–72 months	Foundation Phase Outcome 4
72–84 months	Foundation Phase Outcome 5
84–96 months	Foundation Phase Outcome 6

Appendix 2 -

Data Collection Method	Participants
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Interview/s - Written notes - Audio recording to transcribe.	Pupil (Transcript) Class Teacher (Written notes)
Photographs	Taken by Pupil
Observation	Non-participatory observer Teaching Assistant Observation Records
Examples of work	Pupil's work
Questionnaire	Pupil
Formative/Summative Assessment	RAG tracking done by Student Teacher Pupil's self-assessment

Appendix 3 – Consent forms anonymised for ethical considerations.

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

STUDENT NAME (PLEASE PRINT):

SCHOOL NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at the University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of analysing children's learning so that he/she can consider how he/she would support pupils in making progress. As part of this, student-teachers will be observing the children's learning and asking about what things and places in the school help children learn. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Mathew Jones

Module lead – School Development and Pupil Progress

As Parent/Guardian of..... (pupil name),

I do / do not give consent (please delete) for my child to take part in this project.

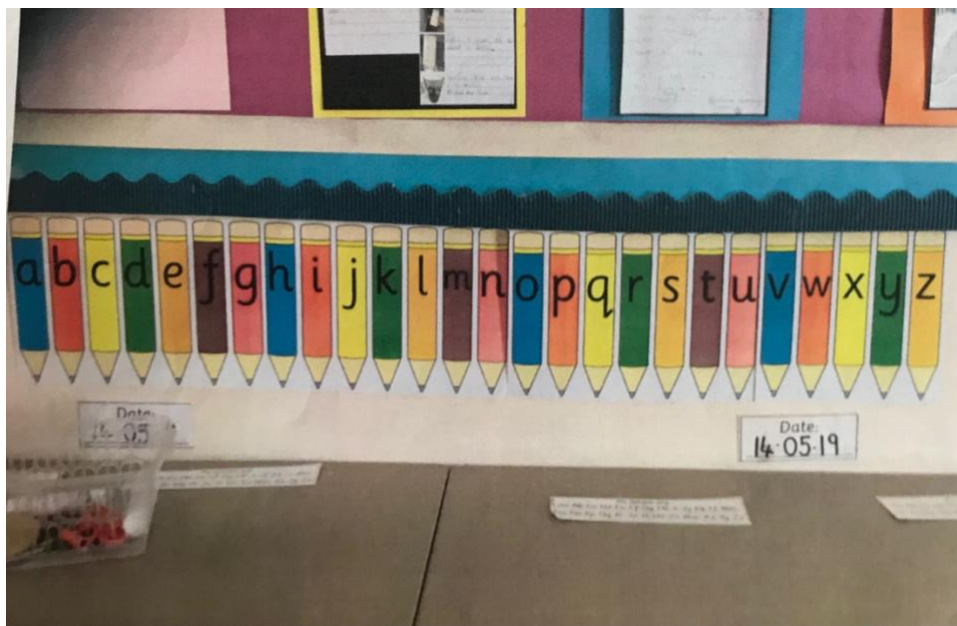
Signed..... (Parent/Guardian).

Date..... 9.5.19

Appendix 4 – Photographs taken by Pupil A.



Pictures of the writing challenge area taken by Pupil A.





Picture of the busy fingers challenge area taken by Pupil A.



Picture of the reading area taken by Pupil A.



Picture of the prayer table area taken by Pupil A.



Picture of Pupil A's work produced when ordering the life cycle of a butterfly.

Appendix 5 – Transcript of audio recording – Interview with Pupil A.

Photo 1 → RE prayer table

• "Why did you take that photo?"

→ "because it shows how Jesus died on the cross and

• "do you go there very often?"

→ "no I just like to look at it"

• Photo 2 →

"what's that a photo of?"

→ "it's the busy finger area."

• "What do you like about that area?"

→ "you can trace things there"

• what do you like about tracing?

→ "because I like colouring it and going over the black lines"

Photo 3

• what's this a picture of?

→ "that's the book area. I took it because you can read there"

• "Do you like reading?"

→ "Yeah"

• "Do you have a fav. book?"

→ "it is It's called finding Nemo."

Photo 4

• "What area is this?"

→ "That is the writing area"

• "why did you choose^{to take} this photo?"

→ "because I like the alphabet there. and you can do lots of writing."

• "What do you like about writing?"

→ "I like it because you learn new words and it's fun"

①

- "I like the challenges there"
- "What's your favorite sort of challenge?"
- "the last one, matching the word to the picture"
- "What is it about writing you like?"
- "I like drawing and drawing is like writing."
- "What helps you to learn?"
- "teachers do"
- "How do teachers help you to learn?"
- "They tell you ~~what~~ to write and where to write it.
if you need to do a full stop or if you need a word between the sentence."
- "So what happens if a teacher doesn't tell you these things?" ~~Do you~~
- "I just guess"
- "So you can have a go"
 - "How do you feel when you make mistakes?"
- "it doesn't matter because you can just try again."
- "What do you like about your school?"
- "it's special to Jesus"
- "What do you enjoy learning about?"
- "I like learning about writing + different features."
- "Is there anything you think you could do better at?"
- "I think I can do better at writing because it is really messy sometimes."

(2)

Appendix 6 – Observation of Pupil A during carpet time.



Learner Observation Form

Name of learner(s): *Pupil A* Class: *Y1*
 Time: _____ Date: _____
 Activity: *Story*
 Carpet time

Comments
The class teacher is reading a 'Mr Men' story to the whole class. Pupil A is sat ~~in~~ in their usual spots on the carpet. She listened attentively to the story throughout.
The ending of the story (Mr Clumsy) is not explicit - Mr Clumsy learned to turn his lamp off and whoops... Pupil A put up her hand when the teacher asked what they think had happened.
Pupil A correctly answered that he had fallen out of bed by leaning too far.

What needs to be done to move the learning on?
Pupil A shows good understanding of the story.
** Need to develop the desire to read for pleasure.*

Appendix 7- Written notes from interview with class teacher – highlighted comments to show Pupil A's attitudes to learning.

Stage 1

Maths - practical first - hands on before.

reverse letters - alphabet strips - dyslexic tendency

- Success criteria - broken down into chunks so not

• Very positive - engagement

Outcome 4

psd - aspects of 05.

- Setting a good example every term - headteacher award given because of her attitude and respect.
 - ↳ model pupil
 - mentioned by various supply teachers
 - relied upon to do her best.

Reading age - 5 years 6.04 (Feb)

↳ not a true reflection no picture clues etc.

* Sight vocab → no progress since in Y1.

Slightly behind in reading.

Self-regulation → very mature. knows right from wrong.

friendships - plays with everyone

Appendix 8- Observational notes from playtime.



Learner Observation Form

Name of learner(s): _____ Class: _____

Time: 10.00am Date: 13.05.19

Activity: Playtime
Football

Comments

Playing football with boys in her class. She was in goal before another pupil wanted to swap. She happily moved away and carried on playing football. ~~was~~ Not shying away from tackling and other physical features of the game.

- Played by the rules -

- Attempted to resolve a dispute between two others over a penalty.
- She was hurt by another pupil as a result. She did not retaliate. Carried on playing.

What needs to be done to move the learning on?

- Keep practising ball handling skills.
- Explore other activities with the same confidence.

Appendix 9 – Questionnaire filled in by Pupil A. When asked to explain why each emoji was chosen the comments were scribed by student teacher.

In school I feel:



I like school

Mathematics



I mostly get them right

English



I like writing

PE



I like getting to run around.

Art



I like drawing and colouring.

Appendix 10 – Outcome descriptors for Personal, Social Development and Well-being.**Foundation Phase Outcome 4**

Children will take part in cooperative play independently. They increasingly show self-control and are able to wait for their needs to be met. They are able to concentrate on a task and have definite likes and dislikes. They support, comfort and help other children when they are sad or upset. They are becoming increasingly aware of the similarities and differences between themselves and their peers, and recognise cultural differences and diversity. They enjoy caring for the environment such as plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

Foundation Phase Outcome 5

Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary. They recognise and can express their feelings appropriately. They respect others and value their achievements. They have a clear understanding of right and wrong and are more aware of other people's feelings, views and beliefs. They have grasped the concept of fair play and have an understanding of rules and why they are there. They have a greater understanding of the consequences of their actions and take responsibility for decisions that they make. In the main, they are able to control their emotions and cope with disappointment. They understand that to keep their bodies healthy they will need to eat and drink appropriately.

Appendix 11 - Latest phonics screening for Pupil A.

02.05.19

Pre-phonics	See Phonological Awareness assessments a. Word Discreteness b. Rhythm: Syllable Blending c. Rhythm: Syllable Segmentation d. Onset Detection e. Onset Generation
Stage A	c a t o d g cat dot got cod dad tag ot cag tad dod cad gad
Stage B	f x v n z p i can not van pig fox dip zin gof tix cit dan pog
Stage C	w e r m u l s den sum rip let man win sem mul tov lin pon res
Stage D	h k b j y qu bat hop kit yes bug jam quib hun bup jep kom lig
Stage E	Which word rhymes with? Lay out and name the rhyme judgement cards. Ask: Which one rhymes with ...? Using the rhyme generation cards. Lay out and name two cards that rhyme. Ask: Can you think of another word that rhymes?
	mouse, house, pen, hand book, goat, beach, hook boat, jug, coat, sun hat, fish, cat, drum ball, wall, car, ring clock, beach, block, rain Can you think of another word that rhymes? hat, cat rat ball, wall mall pie, tie my plane, train rain cake, rake make book, hook

Stage F	ff ss ll ck nk ng less sock duck well bank off ping pock zang tiss rill liff donk
Stage G	fled swim grub trip plan snap blob gluss pren slod fram spag
Stage H	mend best help lump next lomp sind bint felp mest
Stage I	sh th ch wh shut thin chop when cash with which thad shib whef chig tish buch
Stage J	ar ee ai ea ay oo ow igh ew oa y start spray brain feet clean moon gloat try blow threw bright pight prew spow bloag ky poom fleap traiz darp shay peeg
Stage K	i-e o-e a-e u-e crane pipe smoke shake fuse cure shoke gite hape tume sape muse
Stage L	oo oi ou oy ow or er air aw ir are boy cook point frown house her pair horse nurse care claw twirl girt chaw gare clurt pord zair pler boun spow choy sloin ploon
Longer words	birthday midnight survive suppose allow tomorrow announce audience adventure ambition horrible require

Previous Phonics screenings from Year 1:

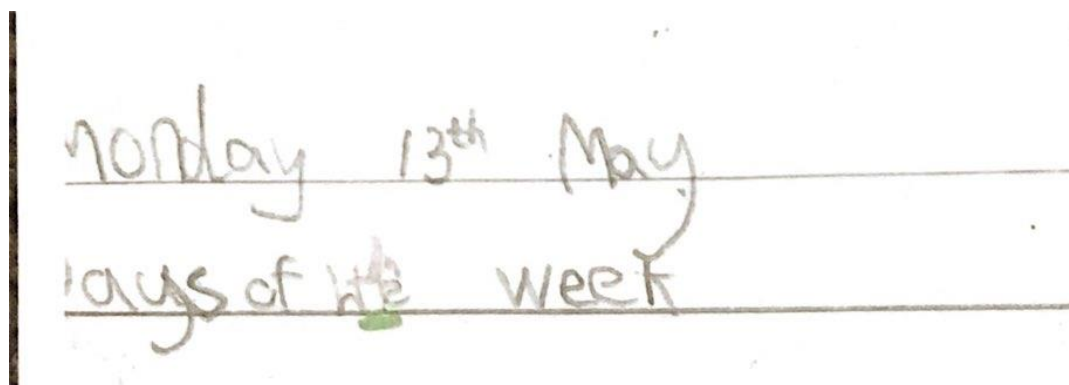
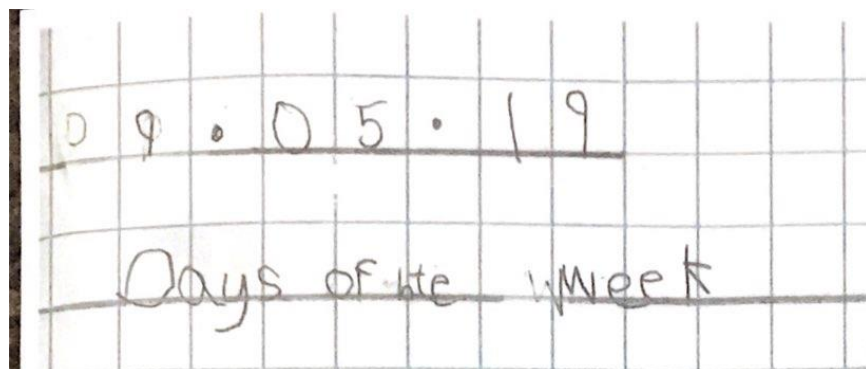
25.09.18

Pre-phonics	See Phonological Awareness assessments a. Word Discreteness b. Rhythm: Syllable Blending c. Rhythm: Syllable Segmentation d. Onset Detection e. Onset Generation
Stage A	 cat dog got oat dad tag op ad dag cog cad gad
Stage B	 can not top pan fix zip vin pof nix got tan coz
Stage C	 got sun not let man win wem rul mov dig san pes
Stage D	 bed hot box yes quit jam quib yun baz koj kem sug
Stage E	Which word rhymes with? mouse, house, pen, hand book, goat, beach, hook boat, jug, coat, sun hat, fish, cat, drum ball, wall, car, ring clock, beach, block, rain Can you think of another word that rhymes? Hat, cat _____ ball, wall _____ Pie, tie _____ plane, train _____ Cake, rake _____ book, hook _____

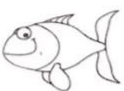
15.01.19

Pre-phonics	See Phonological Awareness assessments a. Word Discreteness b. Rhythm: Syllable Blending c. Rhythm: Syllable Segmentation d. Rhyme: Judgement e. Rhyme: Generation f. Onset Detection g. Onset Generation
Stage A Set 1 sounds	 cat dot got cod at tag ag gad cog dod dac gac
Stage B Set 1 sounds	 van pig tin pat fox dip tav pog nif vat cin toz
Stage C Set 1 sounds	 run sun rat lip men wet mem ril wuv lef sud bes
Stage D Set 1 sounds	 big bug hid kit yum quit jet quig vet kaz soj bem hig
Stage E Onset & rime: Rime detection & generation	Which word rhymes with? (use picture prompts) boat jug coat sun hat fish cat drum ball wall car ring clock sun block rain book goat sun hook Suggest a rhyming word from the same word family. (use picture prompts) hat cat bat cake rake make pie tie Kai book hook yuck ball wall small plane train veen

Appendix 12 – Two examples of Pupil A's work showing incorrect letter sequencing for 'the'.



Appendix 13 - 'Sh' phonics lesson – Example of Pupil A's work.

	fish	fihs	fash	fush	fosh	fish
	shod	sheb	shep	shed	shup	shed
	crish	cpash	crahs	cash	crash	crash
	shob	shop	shod	shoc	shoq	shop
	prush	drush	brush	rush	qrush	brush
	shun	shup	shul	shum	shut	shut

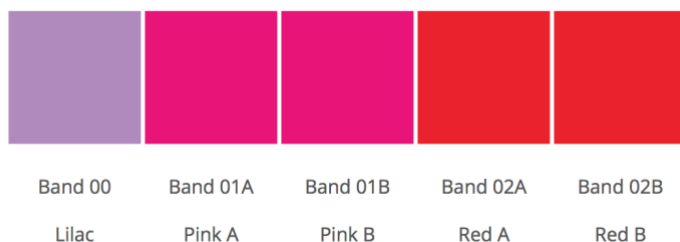
④ s + h = sh





Appendix 14 – Big Cat Red 2B reading books.

Early Years - Ages 3 to 5:



Sourced from: Education Umbrella: <https://www.educationumbrella.com/reading-schemes/big-cat-homepage>

Progression map suggested for Collins Big Cat reading books. Available from: <https://resources.collins.co.uk/Wesbite%20images/CBC/CBCNewCurriculum.pdf>

Collins BIG CAT Progression Map for teachers

YEAR 1 Book Bands

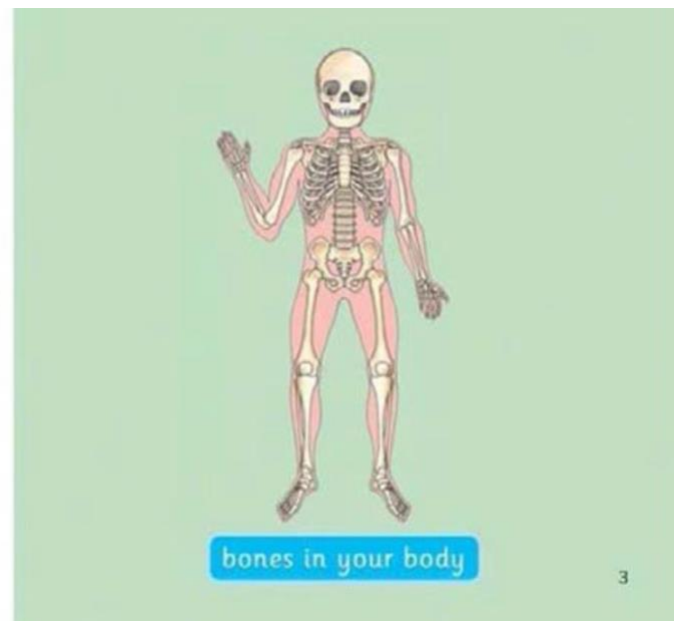
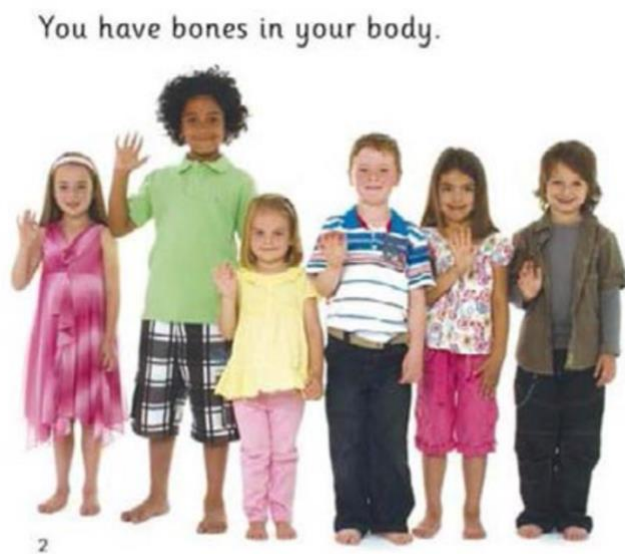
Readers of the following book bands will be developing their phonic reading skills and sight vocabulary; reading short, simple, highly predictable texts with familiar objects and actions, and simple story development.

- Pink 1a and 1b**
- Phonics Pink 1a and 1b**
- Red 2a and 2b**
- Phonics Red 2a and 2b**

Readers of the following book bands will be developing and expanding their phonic skills and sight vocabulary of common words; reading texts with repeated phrase patterns, ideas and vocabulary within a varied sentence structures.

- Yellow 3**
- Phonics Yellow Phonics 3**

Appendix 15 – Example of a page from Pupil A's reading book.



Appendix 16 – Days of the Week work showing all three sessions.

Date: 08.05.19

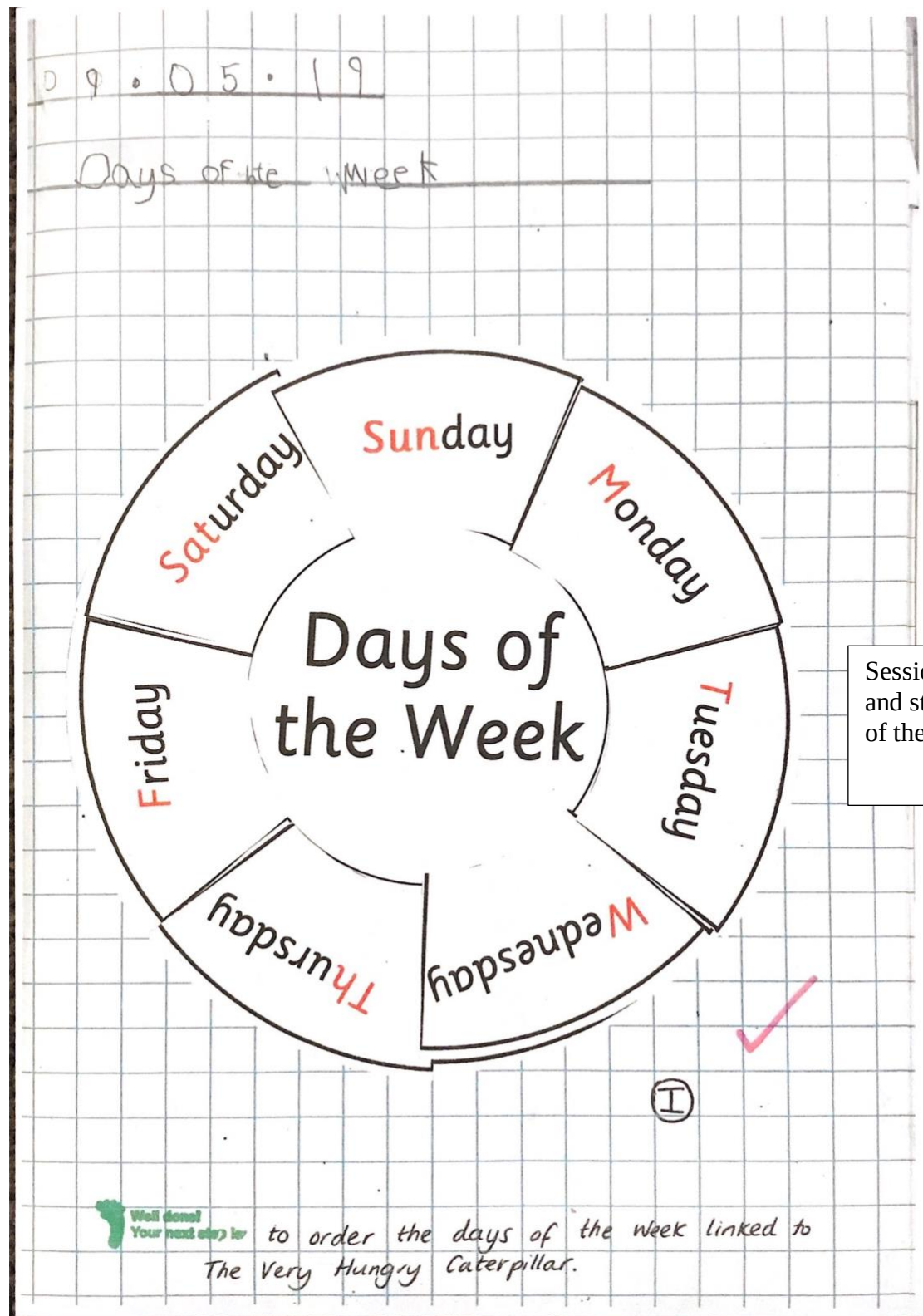
Skills: To order days of the week and understand the concept of time.

Activity: Working in pairs to order the days of the week in a cycle. Game: Partner 1 removes a card and Partner 2 will have to work out which day of the week is missing. Repeat taking turns.



H M L I

Session 1 : Practical.



can read all the days
at random 😊

Extension

Sunday Sunday Sunday ✓

Monday Monday Monday ✓

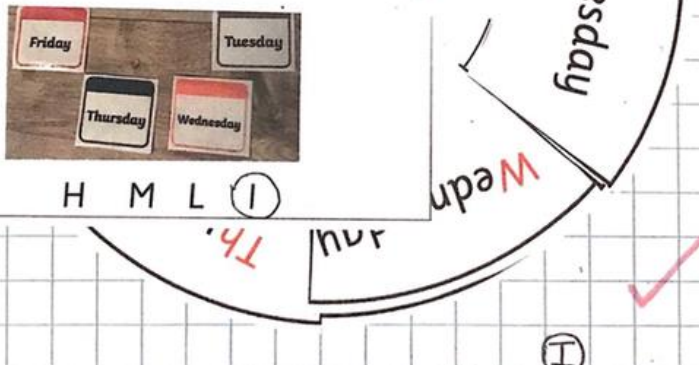
Tuesday Tuesday Tuesday ✓

Wednesday Wednesday Wednesday ✓

Thursday Thursday Thursday ✓

Friday Friday Friday Friday ✓

Saturday Saturday Saturday ✓

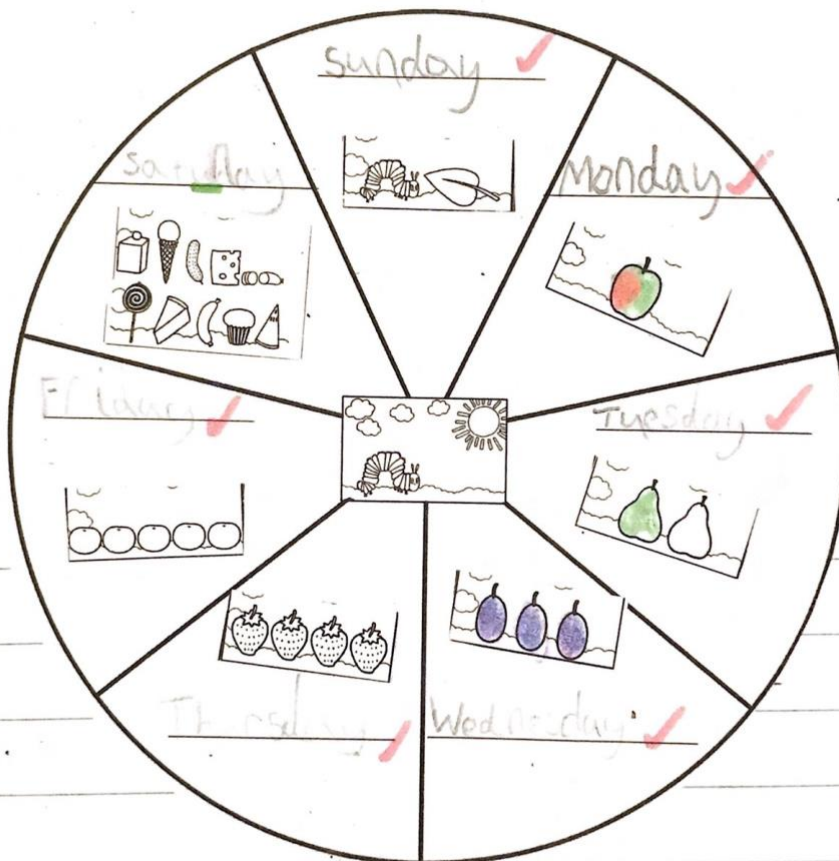


H M L (I)

Well done!
Your next step is to order the days of the week linked to
The Very Hungry Caterpillar.

Session 2 :
Extension.

Monday 13th May
 days of the week



Session 3: HA set work (Year 2 skill) – Pupil A managed to record the days of the week with support of flashcards for spelling.

① ordering and matching pictures. Da iawn 😊

② purple polish for spelling.

Appendix 17 – Pupil A's attitude on mistakes.

- "How do you feel when you make mistakes?"
- "it doesn't matter because you can just try again."

Appendix 18 – notes from class teacher interviewAppendix 19 – Outcome descriptors for Physical Development.**Foundation Phase Outcome 4**

Children are able to stand and run on tiptoes. They can jump backwards and hop forwards on one foot. They can walk to or run and kick a ball. They play and move in a variety of ways, developing their performance of simple skills, first alone and then with a partner. They use the basic actions of travel, jump and land, balance and stillness in their play and gymnastic activities. They listen and respond readily to instructions. They show increasing awareness of the space away from others in which to work safely in different environments. They improve what they do, sometimes through watching others and helping them to improve. They recognise how their breathing changes when they exercise and how they look and feel. They are able to tie a single knot and can cut out basic shapes using scissors. They are able to construct models using kits. They have good control over pencils, crayons and brushes and draw a person with a head, legs, body, eyes, nose and mouth.

Foundation Phase Outcome 5

Children are becoming stronger and more agile. They are able to jump off apparatus with confidence and can ride a two-wheeled bike. They are able to bounce a ball with one hand and can catch using two hands. They explore different activities and move with increasing confidence and physical control. They practise to improve their skills and begin to link actions, such as jumping and landing, or catching and throwing. They work safely with others when using equipment and apparatus and take some responsibility for taking it out and putting it away. They talk about what they and others have done and make simple suggestions about how to improve performance. They recognise and describe the physical changes to their bodies while doing different types of activity. They are able to cut out pictures and difficult shapes. They use a writing hold that is similar to that of an adult.

Appendix 20 – Observation schedule for practical activity.

Year 1 Observation Sheet				
Skill(s): Literacy (Year 1 skills): • use some ordering words, e.g. first, then • use pictures, symbols, letters in sequence and familiar words to communicate meaning • sequence content correctly • talk about things they have made or done, explaining the process • retell narratives or information that they have heard using simple connectives		Activity: Pasta Life Cycle of a Butterfly All children will be creating a life cycle of a butterfly by using various pasta shapes to represent the four stages (egg, caterpillar, cocoon and butterfly). A paper plate has been divided into four sections - the life cycle should go in a clockwise direction. Stage 1 - Egg on a leaf. Stage 2 - Caterpillar on an eaten leaf. Stage 3 - Cocoon with a drawn stick. Stage 4 - Butterfly. Ordering words will be stuck on to the edges of the paper plate to identify the order of the stages: First, Then, After, Finally.		
Name:	High	Med.	Low	Indep.
Date: 14.05.19 Adult:				
Group name - Yellow (MA)				
Pupil A				✓
				✓
		✓		
				✓
				✓
		✓		
		✓		
		✓		
<i>ordered and labelled independently. Could explain the stages.</i>				
Evaluation & Next step: <i>To write an explanation text on the life cycle of a butterfly. Recap on key words and ordering words.</i>				

Appendix 21 – Benefits of Read Write Inc. Ruth Miskin (2014): available from:

https://www.ruthmiskin.com/media/filer_public/f1/ce/f1ce7d29-e4bd-41fe-8af2-7a31e5912bc8/RWI_new_curriculum_grid.pdf

The aims of the new National Curriculum	How Read Write Inc. delivers these aims:
Reading	
<i>'Children should be taught to read easily and fluently.'</i>	Read Write Inc. Phonics A fast-paced, rigorous and structured phonics programme developed by Ruth Miskin helps get every child reading fast and gives teachers the confidence and skills to deliver high-quality teaching every day. Read Write Inc. Fresh Start Age-appropriate materials with proven results for older struggling readers to help them catch-up fast with clear and supportive teaching materials. Read Write Inc. One-to-one Phonics Tutoring Kit A proven focussed catch-up programme showing how to tutor a child effectively, to help children who have fallen behind catch-up fast.
<i>'Children should be taught to read with good understanding.'</i>	Read Write Inc. Phonics Every child is encouraged to read the text for meaning with three readings of each story to ensure that the story is understood and read with fluency and expression. Read Write Inc. Literacy and Language Pupils read rich Anthologies of complete texts by leading children's authors through a 'three layers of text' approach, and explore the text in depth with a wealth of engaging activities linked to the texts. This ensures that all children develop deep comprehension.
<i>'Children should develop the habit of reading widely and often for pleasure and information.'</i>	Read Write Inc. Literacy and Language Electronic picture books, story store, wider reading lists and rich stories by famous authors all instil a love of reading and encourage wider reading.
<i>'Children should appreciate our rich and varied literary heritage.'</i>	Read Write Inc. Literacy and Language Children read complete fiction and non-fiction texts from a range of classic and contemporary leading children's authors and poets.

EEF (2019) effect sizes:

Oral language interventions

Moderate impact for very low cost, based on extensive evidence.



+5

Phonics

Moderate impact for very low cost, based on very extensive evidence.



+4

Appendix 22 – Pupil A self-assessment from 'sh' phonics lesson.Name _____ Date Monday 13th MayReading and Writing words with a 'sh'Success Criteria

	Me	Teacher
 at the picture	✓	✓
Fred Talk each word	✓	•
 the word that matches the picture	✓	•
Check that the picture and the word match	✓	•

Able to
Purple polish.dush bish sush pish dish ✓shti shut ship shuc shop ship ✓shull sheel shin shell shum shell ✓Appendix 23 – Self-regulation effect size.**Metacognition and self-regulation**

High impact for very low cost, based on extensive evidence.



+7

Appendix 24 – Attendance policy from school website (reference anonymised).

95-100% attendance	Best chance of success	Your child is taking full advantage of every learning opportunity.	
90-95% attendance	At least 2 weeks of learning missed	Satisfactory. Your child may have to spend time catching up with work.	
85-90% attendance	At least 4 weeks of learning missed	Your child may be at risk of underachieving and may need extra support from you to catch up with work.	
80-85% attendance	At least 5 1/2 weeks of learning missed	Your child's poor attendance has a significant impact on learning.	
Below 80% attendance	At least 7 1/2 weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.	

Appendix 25 – Foundation Phase Outcome Descriptors for all other areas.

Literacy:

Foundation Phase Outcome 3

Oracy – Children, with support, memorise and perform songs and rhymes and show recognition of rhythm, alliteration and rhyme. They play with sounds in words including initial sounds. They demonstrate they have listened to others and understand three-step instructions and basic concepts. They usually respond appropriately to others and stimuli and ask appropriate questions about something that has been said. They speak clearly and audibly with growing confidence and clarity with most sounds and words pronounced correctly. They use an appropriate and increasing range of vocabulary in complete sentences and exchange ideas and interact with others. They respond to creative stimuli, retell stories and share information and talk about things they have made or done, expressing likes and dislikes. They imitate real-life and imaginative experiences, using some relevant language and use talk to create storylines.

Reading – Children choose reading materials including books, and understand print conventions and simple text features to identify stories and information texts. They retell familiar stories in a simple way and identify information from texts using words and visual features, making links to personal experiences. They recognise that words are constructed from phonemes and these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation.

Writing – Children recognise the alphabetic nature of writing and can form some letters and on occasion simple words and phrases, writing from left to right. They discriminate between letters, use correct initial consonants and begin to use spelling strategies to spell vowel-consonant, consonant-vowel-consonant and high-frequency words. They distinguish between upper- and lower-case letters and show an awareness of full stops and spaces between words. They contribute to a form modelled by an adult, showing developing understanding of different formats and conveying meaning by sequencing words, symbols and pictures. They orally compose and dictate a sentence, describing events, experiences and pictures to communicate meaning.

Foundation Phase Outcome 4

Oracy – Children join in, repeat or memorise rhymes, songs and poems, use alliteration and rhyme to create their own. They blend and segment sounds in words. They listen to other speakers or stimuli with growing attention, usually responding appropriately to complex information and instructions and ask detailed questions to clarify understanding. They speak clearly and audibly, conveying meaning to a range of listeners. They use an increasing range of appropriate vocabulary in play or structured activities, making themselves clear by choosing words deliberately and organising what they say. They talk to and respond to others during shared activities and extend ideas or accounts on familiar topics by including some detail. They express opinions and explain processes, showing awareness of the needs of listeners. They act out real or make believe roles using appropriate language.

Reading – Children talk about simple text features and use them to identify content and link visual features to written text. They retell events from narratives in the right order. They recall information in texts, using personal experiences to support their understanding. They recognise familiar words and use strategies to decode others, tracking print with their eyes and read punctuation expressively.

Writing – Children form upper- and lower-case letters which are usually clearly shaped and correctly orientated. They use spelling strategies to spell longer consonant-vowel-consonant and high-frequency words conventionally and are developing their phonemic awareness. They begin to use connectives and some ordering words when writing and use capital letters and full stops with some degree of consistency. They independently use written language for different purposes, following a form modelled by an adult, and can sequence content correctly. They talk about what they are going to write and use a simple plan to support and organise writing.

Mathematics:

Foundation Phase Outcome 4

Children recite numbers in simple sequences to 100, including different starting points and compare and order numbers to 20. They count up to 20 objects, sometimes using small groups. They read and write numbers to 20. They understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20. They can perform simple addition and subtraction using their preferred strategy and mentally recall 'one more' and 'one less' of a number within 20. They make sensible estimates of larger groups of objects, and use estimation and checking with calculations and measurements. They 'pay' for items up to 20p and find totals and give change from 10p. They use non-standard units when measuring and use descriptive words when describing temperature. They use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock. They find halves in practical situations and recognise and name common regular 2D and 3D shapes and describe and experiment with how they fit together in their play. They copy, describe and extend patterns including shape and number. They can sort or match more than one criterion. They collect information by voting or sorting and represent the total in pictures, objects or lists and tables. They make whole and half turns.

Knowledge and Understanding of the World:

Foundation Phase Outcome 4

Children communicate their knowledge and understanding of basic features of their immediate locality, objects, materials, living things and events present and past through a variety of media. They make observations, ask and respond to questions and find answers using learning materials and sources. They begin to identify what did and did not work. They recognise and group items of information. They describe where they are using everyday terms, draw a simple map and follow directions. They recognise and express their views about features of specific places and how some change. They express their views on features of places. They show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past. They listen and respond to scientific ideas and react appropriately. They recognise and name a range of common animals, objects, materials, light sources and sound sources.