

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

Year One children who require additional support for Phonological Awareness



WG. (2018) *How is my Child doing in the Foundation Phase? A guide for parents and carers*. Cardiff: Welsh Government (WG).

Student Number: 1600520

Module Code: ECAD6002/C

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Introduction

It is paramount that our Cardiff school becomes "focused on higher standards of literacy" (WG, 2017a, p.15) because our school is located in a county whereby 18,239 (26%) of children live in relative income poverty (StC, 2012). Children living in poverty will be disadvantaged in their education as they are deprived of a years' worth of vocabulary compared with their peers from less disadvantaged backgrounds" (WG, 2014, p.11). These statistics explain why there are "216,000 working age adults across Wales having literacy levels below Level 1 in 2010" (WG, 2011, p.35). This lack of reading skill is evident throughout Wales, as Hume (2016) reports that Wales only scored 477 in the reading PISA test. Therefore, for Wales to have "ambitious, capable learners" (Donaldson, 2015, p.31), the continuing circle of low literacy must be broken to eliminate the attainment gap between classes.



WG, 2017a, p.7

Who?

A school development plan outlines an intervention proposed to support a group of pupils in our school in their literacy skills (Appendix A).

A group of pupils have been identified as requiring additional support for their phonological awareness (Figure 1.0).

Name	Gender	Phono-logical aware-ness	Literacy score generally	FSM	ALN	Type of ALN	In care?
Child 1	Male	Gold	Gold	Yes	A	MLD	N
Child 2	Female	Gold	Gold	Yes	A	GLD	N
Child 3	Male	Gold	Gold	Yes	A	GLD	N
Child 4	Male	Gold	Gold	Yes	A	MLD	N
Child 5	Male	Gold	Gold	Yes	P	SLCD	N
Child 6	Female	Gold	Gold	Yes	P	MLD	N
Child 7	Male	Silver	Silver	No		DNA	N
Child 8	Female	Gold	Gold	No		DNA	N

Figure 1.0

Figure 1.1 depicts the predicted age of development for Foundation Phase children.

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

Figure 1.1

Adapted from the Foundation Phase Profile Handbook (2017b)

For year one children, the expected outcome is Outcome three. The average Reception outcome is Outcome two. However, seven of the children were recorded in their Reception baseline assessment at eighteen to twenty-four months old which equates to Outcome Gold/One, and one child was recorded twelve to eighteen months old Outcome Silver/Gold. Resultantly, these children fall behind their peers (Figure 1.2) and an intervention is necessary to support the children in making an increased improvement. Although this data does not reveal the progress made during the reception year, it is necessary to acknowledge that, without an intervention, it is unlikely that the children will make the desired progress. Ultimately, it is paramount that children are able to make progress because Estyn (2018) are now focussing their inspections on the progress achieved by students rather than the end result. Hence, the necessity that this group of pupils are targeted to indicate that the school is effectively providing support for pupils.

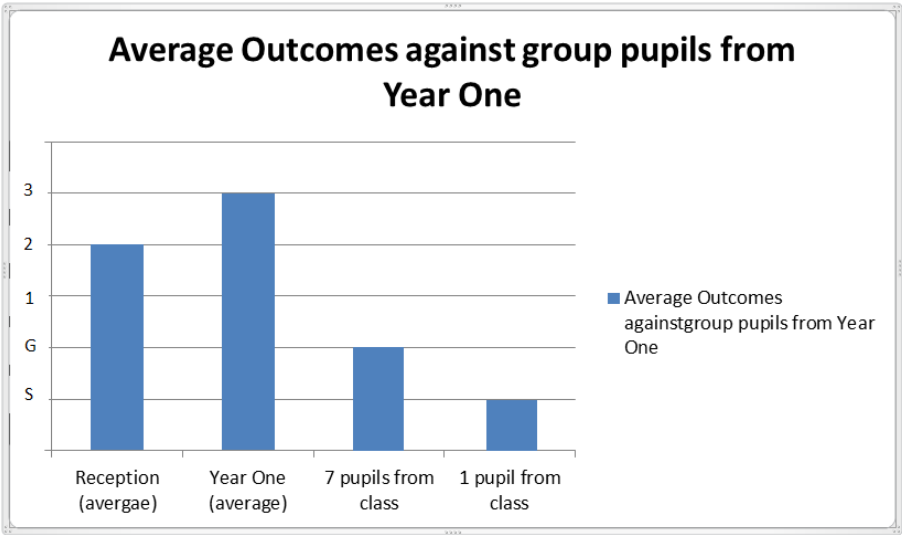


Figure 1.2

**** Note, in this graph, the G and S on the y axis stands for Gold and Silver****

As all eight children have been identified as having an additional learning need, the intervention will take place on a one-to-one basis to ensure that the child has attention and can move the learning at their own pace. The adults working with these children will be informed of each of the children's additional needs and adapt their practice to meet these needs. For instance, by slowing down explanations, and using simplified language.

What?

The proposed intervention must have a clear objective (Lingard, 2005) and so consequently, will be divided into two parts.

The first half, called *Catch Up Literacy* (2019), is a book approach intervention which supports students in both word recognition processes and language comprehension processes. The children will work through a set of books from the Dandelion Launchers: Initial Phonic Code during the Catch up sessions (Appendix B). This part of the intervention will be excellent in supporting our student's increase their reading age which, in turn, will increase their phonological awareness. For example, Child A, aged six, had a "gap of 14 months between his Chronological Age and Reading Age. He didn't like reading at school or taking books home" (*Catch Up Literacy*, 2019). After 9 months of *Catch Up Literacy*, Child A made 30 months progress in his Reading Age and now has a positive attitude to reading.

The Year One teaching assistant, Ieuan Evans, will lead this aspect of the intervention. Although the EEF (2016) comment that teacher-led interventions increase pupil attainment compared to TA led interventions, teaching assistants can still support pupils in making progress if they are resources, learning outcomes and monitoring form. It will be beneficial for the teacher to pass on the role of leading the intervention because teachers already have an extensive workload (Richardson, 2016). Both pupils and teacher must evaluate the achievement of the intervention, recognising areas that need to be further developed (Shinn et al, 1997). However, Brooks (2016) comments that teachers need to be careful that children are evaluating honestly, and not just saying what they think the teachers want to hear. Therefore, this intervention will be led by Ieuan Evans who will complete an assessment form will be completed by Ieuan Evans which will show the specific vocabulary that the children have struggled with (Appendix C). The children will complete this assessment every three weeks using the Key Stage One: Phonics Screening Check Tool. The CS (2018) reiterates this, commenting that both the teacher and teaching assistant must monitor the well-being of the pupils.

Additionally, the other half of the intervention will involve the children working collaboratively with the town's local care home. The children will read to the adults in the care home which provides children the opportunity to read leisurely. The adults will be equipped with an understanding about supporting and intervening in the children's reading. However, the purpose of this activity is not to teach the specific sounds, but just to practise reading in an informal scenario. Therefore, supporting this phonological understanding can be achieved by provided the children to read story books. The adults will listen to each child on an individual basis. Additionally, the children will teach the adults how to use technological tablets. The home has previously expressed the school's support in training the residents to use the internet. Therefore, the children will read the stories using tablets which will provide the adults with informal training. The hope of conducting this activity is to build a strong link with the care home and use this local resource throughout the school, for example, interviews in an 'Our Local Area' topic.



WG, 2014, p.1



WG, 2014, p.1



WG, 2014, p.1

When?

The first part of this intervention will be conducted during literacy sessions on a Tuesday and Thursday for fifteen minutes each initially over a twelve week period. It is important that interventions are in short intervals over a number of weeks so that children can build upon their prior knowledge (NEPS, 2012). The intervention will be conducted by the teaching assistant on a one-to-one basis which ensures that each individual is supported in a way that is tailored to meet their specific needs (Arshad et al, 2012).

Additionally, the other half of the intervention will be conducted during a Wednesday afternoon from 2.30 to 3.30pm. Due to this activity taking place off of school premises, communication with parents is crucial. Communication with parents is paramount because "Parental engagement in children's learning makes a difference - it is the most powerful school improvement lever we have" (Harris et al, 2007, p.70). However, parents can feel anxious to communicate with schools because their experience of school was negative. Nevertheless, the EEF (2017) recognises that communication with parents will be more effective if it is personalised and tailored to their interests. Therefore, to communicate with parents, a 'friendly' newsletter will be sent out along with a QR code (Appendix D). Once scanned, the QR code will read out the letter and, thus, ensure that any parents who struggle to read do not miss out on the information. To further enhance parent's understanding of phonological awareness, a 'Phonics Guide' will be sent home describing the key terms (Appendix E). Again, a QR code will be produced on each page to support any parents who struggle with their own literacy skills.

Moreover, additional adults will be required in order to take the eight children out of the school premises. As depicted in the table (Figure 1.3), there will need to be an additional adult to meet the ratio requirements (Safe Network, 2018). Therefore, Miss Eleri Rees from Year Two will be released to support the children on this excursion.

Children's Age (Years)	Number of Adults	Number of Children
0 - 2	1	3
2 - 3	1	4
4 - 7	1	6
8 - 11	1	8
12 - 18	1	10

Figure 1.3

Where?

The environment is a key factor to be considered when conducting the intervention. Children must feel relaxed during the intervention to ensure they can try their best without being judged (Brooks, 2016). Austin (2007) echoes this, commenting that children move towards their favoured places. Therefore, the children will be given a selection of environments to choose from to complete the Catch Up Literacy session (Appendix F). This also complies with the recommendations from the Children's Commissioner for Wales (2017) who emphasise the importance of pupil voice to enhance learning experiences.



WG, 2018, p.7



WG, 2017a, p.14



WG, 2017a, p.14



WG, 2018, p.8

Why?

There are a number of reasons that highlight the importance of conducting this intervention. Firstly, the EEF (2016) outlines that Catch Up Literacy has an effect size of 2 months. Therefore, children completing this intervention are guaranteed to improve their phonological awareness. Hayward et al (2004) asserts that progression should be seen as the jigsaw pieces of understanding. It is vital that children are able to recognise that every book will support the children in their understanding of phonics. Also, the combination of elements to this intervention will have an impact on the student's achievement. According to Hattie (2011), response to intervention has an effect size of 1.07, Formative teacher evaluation 0.91 and parental involvement 0.41. These effect sizes reinforce the impact that these involvements and methods can achieve.

Additionally, children living in poverty-stricken conditions possess "disadvantages and increased vulnerabilities" (JRF, 2016, p.4). In 2012, 66.2 per cent of learners eligible for free school meals met the Foundation Phase threshold compared to 84.5 per cent of non-free school learners (WG, 2013). Therefore, the eight children (six of whom receive free school meals) would benefit from some extra support to increase their phonological understanding.

Moreover, children have the right to be part of the intervention if it is of best interest to their academic success. Article Twenty-Eight of the United Nations Convention of the Rights of the Child states that children have the right to be entitled to receive an equal, high quality education (UNCRC, 1989). Therefore, the intervention must ensure that the children are able to reach their full potential. This is echoed by the Equity Act (2010) which aims to have a more equal and prosperous Wales.

Throughout the intervention, Ieuan Evans will complete a Well-being and involvement form to monitor the children holistically (Laever's, 1995) (Appendix G). This is to ensure that the children feel happy and safe.

How?

To provide this intervention to the children, there will be a small cost involved. This is described in Figure 1.4.

Child 1	£130
Child 2	£130
Child 3	£130
Child 4	£130
Child 5	£130
Child 6	£130
Child 7	£130
Child 8	£130
Cost of training for practitioner	£350
Story books for the Catch Up Literacy sessions (Dandelion Launchers: Initial Phonic Code)	£120
Total Cost	£1510

(Costs adapted from the Welsh Government, 2012)

The care home will need to be contacted to ensure they have a suitable number of adults that will be able to assist with the reading. However, an important safety factor will be ensuring that all adults that come into contact with the home are DBS checked to ensure the safety of the children (DBS, 2019). Once the safety checks are complete, the children will be able to make use of the local resource. It is important that "schools can tap into a great source of support which can strengthen their school" (WG, 2016, p.9). Additionally, O'Keefe (2012) asserts that children and pensioners can mutually benefit from working together. In this case, the adults can help the children with their stories, but the children can help the adults to use the technological tablets to access the stories. This intergenerational learning experience "Contributes to building more cohesive communities" (GWT, 2013, p.3) and allows children to share a new experience.

Conclusion

It is paramount that this intervention takes place to support this group of pupils because "One in five children in the UK can't read well when they leave primary school" (StC, 2019, p.1). Therefore, this proposed intervention, combining Catch Up Literacy with intergenerational learning, will be beneficial to the eight children from Year One who received a low baseline score for their phonological awareness.



WG, 2018, p.4



WG, 2017a, p.9



WG, 2017a, p.13



WG, 2017a, p.24

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Appendix A

School Development Plan (March 2019)

Summary of Key Issue

To provide eight Year One pupils students with an intervention to improve their phonological awareness skills

I: To run an oral intervention (Catch Up Literacy) to improve the student's phonological awareness skills.

II: To provide Catch Up Literacy training to Year One Teaching Assistant Ieuan Evans.

III: To be inclusive to parents by offering information via a QR code so it is accessible to all.

IV: To create a strong relationship with the outer community, in particular, with the local retirement home.

V: To ensure and that our pupils make excellent progress in their phonological awareness skills and monitor these achievements on a three weekly basis.

Explain the Context: Eight Year One children have been identified as requiring additional support with their phonological awareness skills. An intervention must be conducted to ensure that these pupils are on target to meet the Foundation Phase Indicator.

<u>What?</u> <u>Aim</u>	<u>What? Objec-</u> <u>tives</u>	<u>When?</u> <u>Timeline</u>	<u>Who?</u> <u>Stakeholders</u>
To support eight students by providing them with a phonological awareness programme to improve their language skills.	To participate in Catch Up Literacy Training. To raise children's level of phonological awareness. To have one session a week this involves the local care home to improve our community links. To use QR codes to communicate with parents.	Initially run 12 weeks of intervention. Tuesday: 15 minutes of Catch Up Literacy intervention Wednesday: 60 minutes of reading at the care home. Thursday: 15 minutes of Catch Up Literacy intervention. Total of 36 intervention sessions to take place over the 12 week period.	Class Teacher Miss Jones will oversee the intervention. Teaching Assistant Ieuan Evans will take on responsibility of delivering the intervention. Governing Body to provide the funds for the intervention from the PDG.
<u>How much?</u> <u>Cost</u>	<u>How effective?</u> <u>Measure/Review</u>	<u>Success Criteria</u>	
Training: £350 Assessment pack (per child): £130 Story book set: £120 Total: £1510	The Key Stage One Phonics Screening check tool will be used every three weeks to assess pupils gain in phonological awareness. Review at the end of the ten week period, will continue programme if progress is being made.	Completion of the Key Stage One Phonic Screening check tool throughout will provide measurable data of value added. If limited progress is made, altering the method of running the intervention will need to be considered.	

Appendix B

Catch Up Literacy - Reading List

If you think a child is not ready to move onto the next book, please colour in the box blue.

Please tick off the box to show its completion when the child is ready to move onto the next book.

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
UNIT 1 (Peach)								
Sam, Tam, Tim								
I am Sam								
Is it Sam?								
On the Mat								
UNIT 2 (Green)								
Pam								
The Pot								
A Map								
A Man								
UNIT 3 (Purple)								
Bob								
Pip and the Bat								
Sam's Bag								
Pam and the Cat								

UNIT 4 (Red)								
Ted								
The Fib								
Bob and the Cod								
Meg and Ted								
UNIT 5 (Green)								
Ken, the Rat								
Kim, the Bug								
Mud								
The Bus								
UNIT 6 (Blue)								
Viv Can Run								
Jim and Jam								
Ken Gets Wet								
Zog								

UNIT 7 (Yellow)								
Rex Yells								
Rex Will Not Sit								
Bob on the Sill								
The Hill								
UNIT 8 (Blue)								
Lost								
Jump!								
Junk								
The Gift								
UNIT 9 (Red)								
Bob is Glum								
Don't Spill!								
Floss								
Stop the Pram!								
UNIT 10 (Brown)								
Stunt Rat								
Punk Smells Crisps								
Frank Swims								
Mum Gets Strict								

UNIT 11 (Yellow)								
The Big Chip								
Chit Chat								
Nuts for Lunch								
The Champ								
UNIT 12 (Navy)								
Shep and Tosh								
The Shop								
Fresh Fish								
The Fish Pond								
UNIT 13 (Green)								
This and That								
Will This Fit?								
Thud! Crash!								
That's It!								

UNIT 14 (Bronze)								
The Clock								
The Back Pack								
What Shall I Pick?								
When Can I Get On?								
UNIT 15 (Navy)								
Ding, Dong!								
Spring								
Ting-a-ling								
The Strong Wind								

Next Step

.....

.....

.....

.....

Date.....

Appendix C

Specific vocabulary

Put a tick in the box if the children can read it straight away and a dot if the child sounds it out.

Vocabu- lary	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
SECTION ONE								
reb								
wup								
jub								
eps								
vuss								
quop								
zook								
chack								
skap								
blorn								
meft								
veems								
chop								
sing								
dart								
shock								
flat								
skills								
gift								
coins								

SECTION TWO								
var								
slirt								
weaf								
pobe								
flisp								
braint								
scrid								
splote								
twice								
gloom								
turn								
mode								
blast								
groans								
spray								
strike								
delay								
modern								
charm- ing								
saucers								

Appendix D

Scan this QR code for this to be read.



Catch Up Literacy

Friday 22nd February 2019

Dear Parent/Guardian,

We have created a Catch Up Literacy group to target specific children that we think would benefit from some extra phonics sessions.

To enhance these sessions, we plan to take the children to Maple Grove Care Home to participate in intergenerational learning activities. The children will benefit from reading to the residents and the residents will benefit from children's understanding of technology.

If you have any further questions about the project then please feel free to send me an email: mjones@splottschool.cardiff.sch.uk.

Yours Sincerely,

Miss M. L. Jones, Class 1 teacher

Please cross as applicable.

I do/ do not give permission for, ...,
to attend the 'Catch Up Literacy' for the week beginning Wednesday 6th March.

Signed (Parent/Guardian)

Date

Contact number in case of emergency

1600520

23

Tele-

phone: 01874 654 321 Fax: 01874 654 123

Email: enquiry@splottschool.cardiff.sch.uk

Appendix E

Scan this QR code for this to be read.



Phonic Guide for parents

Phonics is...

Skills of segmentation and blending



Knowledge of the alphabetical code

Key terminology explained...

Phoneme: a sound in a word.

Segmenting: means breaking words into their phonemes to spell, e.g. c/a/t.

Blending: is the reverse of segmenting. When you blend you build words from their phonemes to read.

Grapheme: a letter or sequence of letters that represent a phoneme.

Grapheme Key Vocabulary...

Digraph: 2 letters making one sound (ai, ee, oo)

Trigraph: 3 letters making one sound (igh, dge)

Split Digraph: Where the 2 letters are not adjacent (a-e, e-e)

Adapted from Southwick Primary School Phonic Guide, 2019.

Appendix F

Name.....

Circle where you would like to hold our Catch Up Literacy sessions



Appendix G

Observation of involvement

Date:

Group:

Number of Children:

Number of Supervisors

Rank the children 1-5 for their well being and involvement.

1—Extremely Low, 2—Low, 3—Moderate, 4—High, 5—Extremely High

Name of child		Observation	Involvement and Wellbeing	
1			☐ WB	☐ INV
2			☐ WB	☐ INV
3			☐ WB	☐ INV
4			☐ WB	☐ INV