

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

Aims, purpose and focus of the research

The aim of this research is to focus attention on one pupil in a class, identifying how that pupil is performing academically through comparison of level descriptors from curriculum documents; through scrutiny of the pupil’s books; and through dialogue with colleagues. This information can then be used to inform the next steps required to support learning for that pupil. In order to gain a holistic view of the child, elements such as behaviour, well-being and the pupil’s sociability can also be considered. Throughout the research process, it will be necessary to involve the focus pupil. Through inclusion of the focus pupil, insights have the potential to provide a wealth of information and data that the researcher can utilise to benefit future learning.

In order to protect the identities of both the focus pupil, and the school that that pupil is a member of, names will be omitted in accordance with the Data Protection Act (1998), and BERA Guidelines (2018). Henceforth, the School where the researcher collected and collated evidence will be referred to as ‘School A,’ and the focus pupil whose progress will be discussed will be given the pseudonym of ‘Jane.’

The research took place in School A, a small school at the centre of a busy seaside town. Catering for pupils aged three to eleven years old, 15% of the 250 pupils are entitled to Free School Meals (FSM), this being just below the National Welsh average of 18% (Estyn, 2015). No children at the school have statements of Special Education Need, however, 9% of pupils have been identified as having an

Additional Learning Need (ALN) (Estyn, 2015). Pupils at School A are ability grouped for Literacy and Numeracy but are in mixed ability classes for other areas of learning. Though School A has access to various ICT equipment, use is infrequent by pupils.

Jane lives at home with both of her parents and an older sister who attends the local comprehensive school. Jane has been identified as being a 'More Able' (MA) pupil, currently achieving Level 6 in Literacy and Numeracy, and Level 5 in Science. She is a high attainer across all subject areas and is an ambitious and conscientious pupil. She is highly motivated and has a clear desire to learn and progress; her behaviour is exemplary. It is clear to see that Jane realises that skills and information that she is learning now will benefit her throughout her education, leading her into adulthood. Jane has excellent attendance and participates in many extra curricula activities including sports, music and drama. She has adopted several different roles and responsibilities within school, such as being a member of the school council; being a digital leader and has also been selected as a school prefect. She is a natural leader and thrives from contributing to her class and to her school. Jane demonstrates a high level of maturity and is confident conversing in an appropriate manner with both adults, peers, and with younger pupils within the school.

The aims and purposes of the research were communicated to Jane as there is a tendency for children to communicate more freely and openly if there is open and honest dialogue between them and an adult (Greenfield, 2011). It was also explained to Jane that she had the right to withdraw if she wished, without fear of repercussion. Jane was interested in the research however and assented to participate as she felt that the information gathered could be acted upon to benefit not only herself, but also other pupils.

The Mosaic Approach

There are many different methods that the researcher could have used to collect data, however the Mosaic Approach (Clark & Moss, 2001), a form of participatory research with a multi-method approach, was deemed the most appropriate. Participatory research offers the opportunity to gain a comprehensive understanding of the lives of young people (Cowie, Huser & Myers, 2014) which is beneficial for the nature of this research, with children being encouraged to take an active role (Christensen and James, 2017). The Mosaic Approach focuses on the child's perspective, and promotes the view that children are the most knowledgeable about their own lives, a fact that Davies (2017) argues is not considered enough in research. Therefore, the data collected will garner the most reliable results compared to other research methods as the focus will be on Jane's views and experiences.

Focusing on the child's perspective has explicit links to Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) (1990), which concerns pupil voice. As classroom practitioners respecting the views and thoughts of pupils is paramount, this being especially important for teachers in Wales, as a best practice guide has embedded the UNCRC into legislation (Estyn, 2016).

Central to the Mosaic approach are the various methods of data collection that are utilised. This research approach encourages various methods of qualitative data collection such as observation, learning walks, interviews, and using photographs taken by children, which are then all drawn together to provide the researcher with a view of the whole child (Clark, 2017). The combination of data collection techniques allows for the triangulation of data, thus giving more validity to the results.

Though the advantages to the Mosaic Approach are numerous, it is imperative to also consider its potential limitations. The original long-term study was used to gain insight on children who spoke English as an additional language and utilised the use of photos, as dialogue was not always a viable option. It was also aimed at children under the age of five, however it is argued that it has potential to be used with older children (Joseph Rowntree Foundation, 2001).

It is important to note that results cannot be generalised from this study, as what one child may find useful to their learning, another will not. Time limitations are also an issue with this type of research approach. Collecting data from various sources is a time-consuming process (Baird, 2013) and would be an ineffective and unrealistic research method if it were to be applied to a typical class of approximately 30 learners. It is fit for purpose in this research however, as the focus is only on one pupil - Jane.

Throughout the approach the researcher will utilise both interview and observation, which will support information gathered from images that Jane has supplied from a learning walk with the researcher. Dialogue with Jane during the learning walk and professional dialogue between the researcher and other practitioners that encounter Jane on a daily basis will also be considered. It will also be necessary to scrutinise Jane's workbooks which will provide valuable data to ascertain how she is progressing academically, and what the next steps for her learning would be.

Data Collection Methods

Prior to any data being collected, it was essential to gain consent from School A (Appendix 1). In order to protect the identities of those involved in the research

all names or identifying information has been redacted. Anonymity cannot be guaranteed to Jane as she will be meeting with the researcher, however, it is possible to guarantee confidentiality (Cohen et al., 2011). All data collected will be anonymised, meaning that there will be no identifying factors related to either the participants or the research contexts.

It was not necessary to gain parental consent for this research as the data collected was within the general remit of a classroom practitioner. Any research undertaken poses elements of risk to the participant, researcher and institution. Behaving in an appropriate and professional manner; by ensuring all data collected is anonymised; and reinforcing Jane's rights are paramount.

Observations will form a large part of the information gathered about Jane, it being necessary to observe her in a range of contexts, for example during lessons; on the yard at break times; during lesson transition periods and during assembly times. Participant observation will be utilised meaning that the observer (the researcher) will be actively involved, especially during lesson times. This has limitations in that there is a risk of observer bias, and there is a potential that due to the familiarity between the researcher and Jane, that there is a risk of overlooking certain behaviours (Bell, 2014). This can be remedied by engaging in professional dialogue with colleagues who also observe Jane, using this information to validate the researcher's observations.

Though there are limitations with observation, the Mosaic Approach allows the data to be validated through other data collection methods. Several informal interviews will take place between Jane and the researcher; these will be in a semi- structured format which allows any subsidiary questions to be asked or answered. This format was selected due to the flexibility that it allows. These interviews occur within a small focus group to make Jane feel more comfortable; Jane will select the peers that she wants to be present with her. There are limitations to this method such as Jane being influenced by what her peers are saying, this needing to be considered as it will affect the qualitative data collected. To overcome this the researcher will ask Jane a question first in order

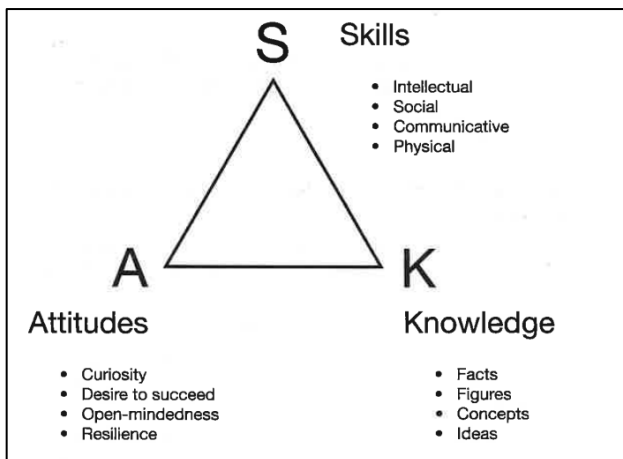


Figure 1 – ASK Model (Nottingham, 2013)

for her to provide an opinion without being influenced too greatly by others. There is also a risk that as Jane's teacher, and not an independent researcher, she will provide the answers that she thinks will want to be heard. It is therefore necessary to explain the need for

honesty from Jane, and that there will be no repercussions from expressing her own opinions.

Jane will be given access to an iPad in order to photograph various elements within the school that she feels are of value to her learning. It will also be necessary to scrutinise Jane's workbooks, to ascertain her level of knowledge and understanding in order to identify the next steps as mentioned previously.

Analysis of the learner

In order to effectively structure the analysis of Jane, it will be necessary to utilise Nottingham's (2013) ASK model (Figure 1). This model has been selected to assist in developing an understanding of Jane in relation to her attitudes, skills and knowledge towards teaching and learning, with each aspect being considered individually. It is important to note that each aspect of the model is not independent of the other as they can all interlink and feed back into one another. For example, curiosity (Attitudes) can lead to communication (Skills) with others in order to think about various ideas and concepts (Knowledge), which in turn encourages open-mindedness (Attitudes). It will be necessary to consider Jane's attitude, knowledge and skills across various areas of the curriculum including Literacy, Numeracy, Science, Welsh, Topic and Well-being.

Attitude

Jane displays various attitudes to her learning across all subjects including a desire to succeed. She highlighted the use of the 'What Makes Good' (WMG) (Appendix 2) as a useful tool to assist in learning. The WMG is a success-criteria that the learners create through group discussion, and which is displayed on the whiteboard after class feedback. This is utilised in the classroom across all areas of the curriculum. The WMG not only acts as a tool for self and peer assessment, which helps to develop independent learning – an essential skill for learners within the changing educational climate in Wales (Donaldson, 2015) – but also empowers learners to recognise exactly what they have been able to do successfully, and where the areas of improvement lay (Dunn, 2017). Jane frequently refers to the WMG as a tool for self-assessment and will check off the criteria that she has achieved as evidenced in appendix 2.

Jane identified that the 'Thinking Hats' display (Appendix 3) as an aid to her learning as it encouraged her to think about the various approaches that she could apply to a particular task, this is applied across curriculum subjects though not consistently, dependent on the which practitioner is teaching. Though research into its use in education is limited, Arthur and Cremin (2010) argue that teachers use it to develop creative thinking, and this is evident in Jane's case and will set her in good stead of working towards achieving two of the four core purposes of the new curriculum – being an ambitious and capable learner; being a creative contributor - as identified in *Successful Futures* (Donaldson, 2015).

The researcher has empirical evidence of Jane demonstrating resilience, related to a topic session where Jane and a group of peers had to work collaboratively to construct a tent, overcoming the issues that were encountered during the task. This also goes alongside the open-mindedness element of Attitudes in the ASK model (Nottingham, 2013) as during this session, Jane agreed to try various methods suggested by peers by acknowledging that she had not considered some options, and stating a willingness to try others, though apprehensive of their success.

Jane identified another display they she felt help with her learning, related to Numeracy (Appendix 4). During the learning walk, Jane spoke of how she sometimes found numerical reasoning problems challenging but having the display there to remind her that the task was achievable helped her. Jane's numeracy teacher also commented that Jane will frequently refer to that particular display, only rarely seeking teacher support.

Though some research has indicated that the use of colourful displays in classrooms can often be challenging and distracting for pupils (Barrett et al.,

2015), this is not the case for Jane, who is using the displays to her learning advantage.

Skills

Social skills are important to Jane as she discussed that she liked the seating arrangements that are in place (see Appendix 5 and 6). Currently at School A, learners are not restricted to a certain seat for the duration of the day. Due to streaming, learners change class for each different subject and have a specific seat for that subject only. Jane thinks this is a great idea as it gives her chance to speak and work collaboratively with peers that were not inside her friendship group. This links to social constructivism theory (Vygotsky, 1978) whereby knowledge is created through collaboration (Arthur & Cremin, 2010). There is evidence to suggest the positive impacts of collaborative learning, provided there is structure, and that talk is actively promoted (Education Endowment Foundation (EEF), 2018). Jane spoke of the necessity of working collaboratively with a variety of people in preparation for the world of work (Appendix 7) which demonstrates the level of Jane's maturity and attitude.

Jane develops her social skills through playing a variety of sports such as netball, cricket and basketball; she represents the School A in these sports. This is developing skills that Nottingham (2013) identifies such as working in a team; the encouragement of others; and responding appropriately in relation to social skills but is naturally related to the physical skills such as throwing and catching.

Through sport Jane is developing her communicative skills too, which are also used extensively within the classroom through talk partners. Jane took a picture of the seating area on the yard (Appendix 8) where she likes to sit and speak with

friends. Jane explained on the learning walk that she does not have the opportunity to this often as she has school related responsibilities that take priority with empirical evidence confirming this.

Jane also plays the piano outside of school and has many other hobbies that she explained she unfortunately does not have the opportunity to use or develop these skills in school.

Knowledge

Jane has a fantastic knowledge of a wide variety of topics and likes to share that information with the class when asked, and she uses and applies various knowledge to a wide range of contexts. She uses her knowledge of facts to explain mathematical or scientific processes and can use concepts such as inference and deduction in order to answer questions on a range of texts. Outside of school, Jane is part of a drama group. It is suggested that extra curricula activities (whether academic or sport based) have positive impacts on learner achievement (Abruzzo et al., 2016). Jane recently applied the skills that she has learnt in those drama sessions to a role play activity within class, providing suggestions, examples, and ideas to peers in her group who needed assistance.

Through professional dialogue with Jane's teachers, and considering evidence from her work, Jane is working at Level 6 for Literacy. She can - with growing confidence - adapt talk in different contexts; give opinions for her views, can read and discuss a wide range of texts and use varied vocabulary and sentence structures (Curriculum for Wales, 2016). In numeracy Jane can solve a range of complex problems, uses trial and improvement, and solves problems related to angles and symmetry (Curriculum for Wales, 2016) amongst other skills at level

6. In Welsh however, Jane's knowledge is not as strong as she is currently achieving a level 4. Though her Oracy work involves an increasing variety of sentence patterns, Jane is not speaking fluently or confidently enough to reach a level 5. She is also not reading Welsh literature independently, and needs to write for a variety of purposes (Curriculum for Wales, 2016) to progress. In Science Jane is progressing at a good level, comparison of her work against the level descriptors shows she is working at a Level 5. Topic sessions use a range of skills across the curriculum, therefore giving Jane a level is not appropriate in this instance. She has shared ideas with peers relating to activities she would like to complete in the future (Appendix 9).

Next Steps in Learning

Jane's attitudes, knowledge and skills show that she is an excellent and ambitious pupil. Having these attributes supports her ability to learn. Though high attaining and achieving, there are next steps that will benefit Jane in her holistic development in education, enabling her to progress further.

In Literacy Jane is a clear Level 6 as she has achieved the skills identified by the National curriculum documents (Curriculum for Wales, 2016). It will be important that she can use these skills across all areas of the curriculum with consistency. This can be achieved through questioning methods and the continued use of self-assessment, identifying for areas of improvement. Hattie (2009) identified that questioning can yield an effect size of 0.48 (effect sizes over 0.4 have a positive impact on pupil progress), therefore having a positive impact on Jane's learning.

Within School A, classroom practitioners make learners aware of the level of skill that they are working towards. By continuation of this, Jane who has a clear

desire to learn and progress will acknowledge this and have the self-motivation to improve. It could be argued that the natural progression step for Jane would be to begin to develop level 7 skills, however this is not a practical solution as these skills build upon the skills at level 6 but by doing so with more confidence and accuracy.

An availability to a range of texts will provide opportunities for Jane to develop her vocabulary further which would develop her writing skills whereby she can begin to develop using imagery in her written work as an example. It is important that she has access to a wide range of literature, encompassing a variety of genres so that she can recognise and understand the range of features of different genres, and can then make informed choices with her own writing. This will also link to further developing Jane's reading skills, by allowing a variety of sources to be available to her allowing her to synthesise the information and articulate it in her own way to others. Potential barriers to this would include funding for resources. However, it is possible to access a wide range of free and varied resources online. Jane identified on the learning walk that she does not have the opportunity to use ICT often in class so this would be an excellent opportunity for her to develop her ICT skills alongside skills relating to literacy.

Jane's Oracy skills are excellent across the curriculum, however the researcher would suggest that to develop these further Jane should be encouraged to participate in debates. This would also help to develop skills in listening and critically evaluation. These debates can be within the classroom or school, but it would also benefit Jane to participate in debates with learners from other schools. This would involve contacting various schools within the local authority, and beyond, in order to establish a monthly debate meeting. It would also benefit Jane if she had less time to prepare for each debate. Time constraints are an issue

with this approach, with finding a slot in a busy school to set up a debate but they could be included as part of a science lesson (debating issues surrounding plastics) or literacy sessions (debating themes within a story). There is a wealth of free resources available on the internet to assist in implementing the use of debates in the classroom which mitigate any potential funding issues and also develop Jane's skills related to ICT usage.

Within Numeracy, Jane has covered a wide range of topics and skills and has a good understanding of them all as was seen by the researcher from the book scrutiny and from dialogue with the class teacher. Jane's class teacher and the researcher looked at ways for Jane to progress in Numeracy and decided that developing her problem-solving skills was the next step. Jane is able to problem-solve, however, she now needs to explain why she has chosen a certain method over another and justify her answers. It will also be necessary to consolidate her knowledge by providing her with problems to solve that have multiple steps and include multiple topics.

An area where Jane can improve is Welsh. Though her Welsh work is of a good standard, timetable constraints mean that Jane has a one-hour Welsh session a week. Due her additional roles and responsibilities within the school, she often misses the 'Helpwr Heddiw' sessions each day. This can be easily remedied by Jane having rota with other pupils so that she is not participating in additional duties every day. Linked to literacy, it would also be beneficial to Jane to have access to the wide range of Welsh language books within the school which will help develop her reading and writing skills and will help to develop her vocabulary. Playing games within Welsh sessions will also benefit Jane as evidence has shown this to be effective for the acquisition of a second language (Perveen, Asif & Mehmood, 2016). Taking a holistic view of Jane, with

consideration of her hobbies and interests outside school, there is also recent research to suggest that she can develop Welsh knowledge through drama (Kalogirou, Beauchamp & Whyte, 2019).

Though there are next steps that are specific to certain areas of the curriculum, there are also more general aspects that can be applied.

The researcher believes that the use of thinking hats throughout the curriculum needs to be promoted more and used consistently. The use of thinking hats is, Kivunja (2015) argues, a useful way to demonstrate that there is not necessarily one method to solving a problem and that it may be necessary to try another approach in order to gain a solution, or even to use several hats simultaneously. Currently, School A tends to focus on one hat per task whereas this is in opposition to what Kivunja (2015) is promoting. It is important to note that it is only one opinion, however the researcher feels that it would be of benefit to Jane as these methods encourage resilience whereby if something is not going as planned, it is acceptable to try again (Appendix 10). This benefitting her in all areas of the curriculum.

The WMG is also another area that be used to Jane's benefit. As previously mentioned, the WMG is currently a class created criteria, for Jane to progress, the researcher would advocate Jane creating a WMG independently, in all sessions. This will help to develop her independent learning skills, and help to recall and consolidate previous knowledge.

In addition to developing her independent learning skills, next steps for Jane would include her deciding what she wants to learn and how she does it. This links with pupil voice and can be implemented in Jane's classroom very simply through differentiation. In science for example, on researching marine creatures, differentiation can be planned by outcome, resource, dialogue and support

regarding Jane. The differentiation by outcome allows Jane to extend her thinking compared to peers, and by having different resources available Jane could research in greater depth than any less able peers in the class. Though explaining the task to Jane using more sophisticated language, she will be encouraged to engage in a higher level of understanding, and though Jane would always have teacher support, the way in which the support is given could be related more to questioning to help develop knowledge and understanding. With Jane being allowed more freedom with her work, working towards more independent learning supports evidence collected by the Welsh Government (2018) indicating that where schools give learners a choice about what and how they learn, they can direct their learning more efficiently.

Metacognition needs to be an underlying theme in Jane's learning which allows for reflection in order to analyse and monitor progress (Heacox, 2018). The Education Endowment Foundation (EEF) (2018) has identified that metacognition has a high impact and offers guidance on the use of strategies in the classroom which can be used to benefit Jane's learning.

Well-being is incredibly important, and the researcher feels that Jane is involved in many different activities. It is essential that she has some time to herself where she can sit and talk with her friends or even practise mindfulness, which is being used effectively in schools worldwide (Albrect, 2014). Jane participates in a number of sports, meaning that her physical health is good, so ensuring that she has time to relax means it will have a positive impact on her mental health. In order to achieve this, Jane certainly needs a rota so that she is under no obligation to have every breaktime or period of free time accounted for. Jane also highlighted during the learning walk that she wanted a quiet area where she

could sit and read as the school has no library. The researcher would suggest utilising an assembly session once a week for Jane and a selection of friends to use one of the free spaces in the school to sit and read or practice mindfulness techniques.

Conclusion

This project has allowed the researcher to develop and appreciate 'listening' to a focus learner utilising some methods of the Mosaic Approach. The approach is useful in that the data collection methods are flexible and can be adapted to groups of learners as the researcher deems appropriate. For example, if the researcher were to focus on a younger pupil, then map-making and photographs would be used instead of interviews as this would be easier for the focus pupil to understand. Though Jane is an engaged pupil, the researcher believes that the next steps highlighted will help her to consolidate and extend her learning further which will only be of benefit to her. It is important however, that Jane's well-being is monitored, as she is constantly an active participant in lessons and has many other roles and responsibilities and needs some time where she has no obligations to carry out any tasks. The limited data collection timescale of this study could have potentially affected the results. Having additional time to collect data and observe Jane, would have perhaps identified further areas of improvement. This is an aspect that the researcher can consider for future research projects. The researcher is aware that this type of study could not be applied to a whole class, but could be used for small groups of learners such as learners with additional needs, or learners who speak English as an additional language similar to the initial Mosaic Approach study. What is imperative is that Jane's skills further develop as she moves through the curriculum skills, enabling her to have the right skills set for adulthood.

Appendices

Appendix 1 – Consent Form



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/mentor teacher,

For the assignment module named above, trainees are required to identify four learners 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:

- observations;
- 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 whenever 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) Ysgol Gynegion, Llanidloes, Powys

SENIOR/MENTOR/CLASS MENTOR NAME (PLEASE PRINT) _____

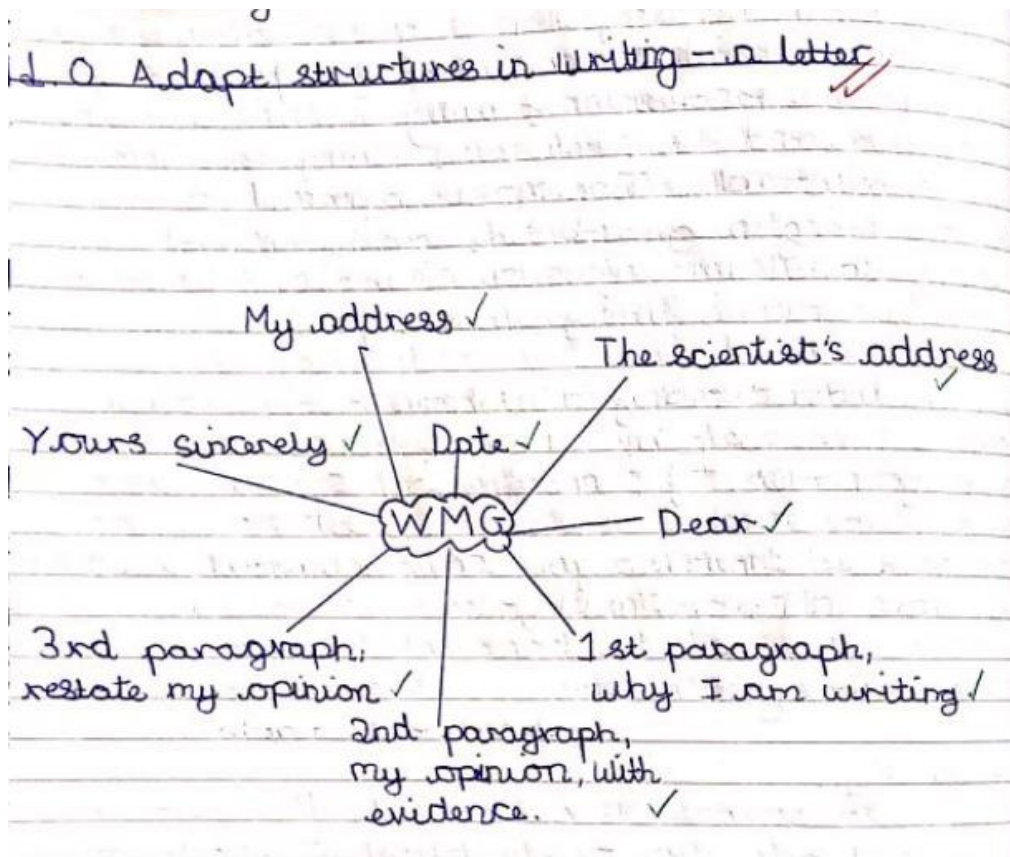
SENIOR/MENTOR/CLASS MENTOR NAME (PLEASE SIGN)

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

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

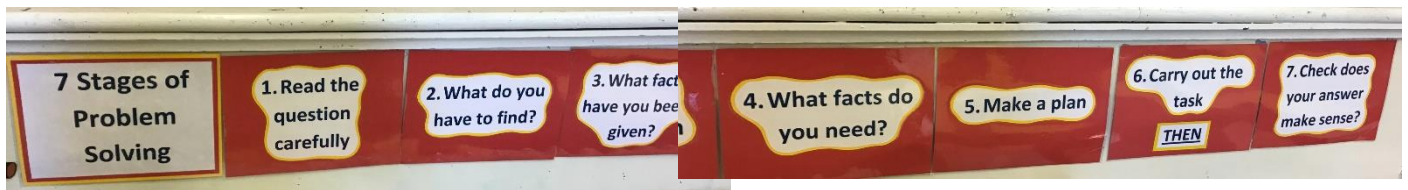
Appendix 2 – WMG



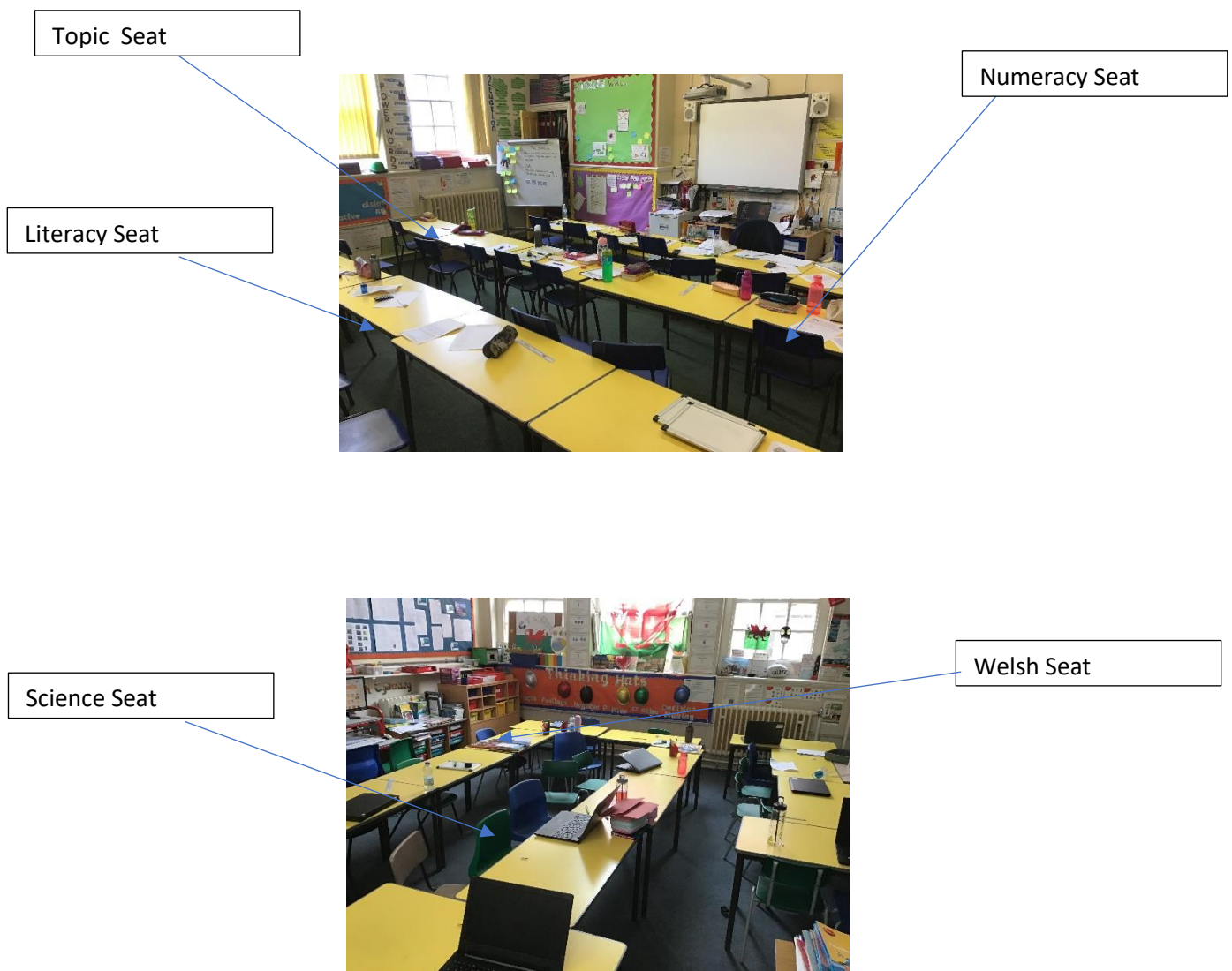
Appendix 3 – Thinking Hat Display



Appendix 4 – Numeracy Display



Appendix 5 and 6 – Seating Arrangements



Appendix 7 – Interview

Interviewer: What aspects of the classroom do you think help you to learn?

Jane: I really like sitting in rows and that I sit by someone different every lesson.

Interviewer: So how does that help you learn?

Jane: Well, if I work with different people they might have different ideas to me and I'd have different ideas to them. So that's helpful I guess. Plus I like the people I sit by, they're my friends.

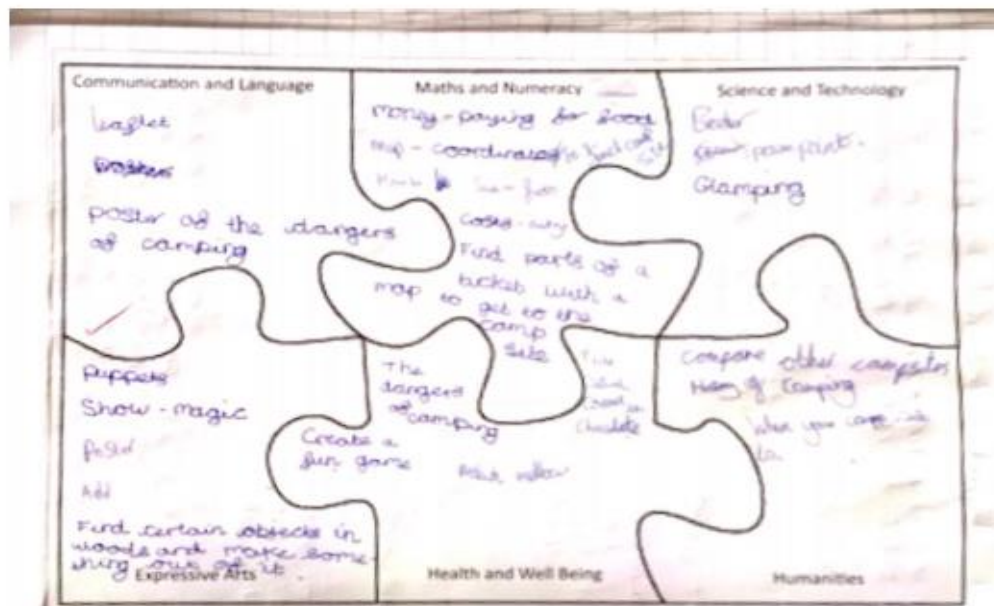
Interviewer: What would happen if you had to sit by someone you didn't like?

Jane: Well I like everyone, but I suppose if I didn't it will help when I go to work when I'm older coz I'll have to work with lots of different people then, I might like them or I might not so it's preparing me for the future too isn't it?

Appendix 8 - Socialising



Appendix 9 – Sharing ideas



Appendix 10 - Edited work, developing resilience.

magnifying glass. Jonah crouched over and collected the object. Emma looked at the card but couldn't see anything so (she) used the magnifying glass to see ^{something} on the card. It said on the back find the plant. ^{Emma} In the front there were steps to follow. When Emma and Jonah found the plant and dug it up nothing happened. But in the town everything was getting destroyed as an army of aliens had been created. ^{The aliens} slowly grew until they were like sky scrapers.

unexplainable.

* On the front of the (unexplainable) dirty map there were tricky but intriguing steps to follow.

* After Jonah and I found the beautiful plant and dug it up unexpectedly nothing happened.

* If I looked up and Jonah looked down all I could see was black. (I thought that) ^{some} ^{could} ^{had} ^{pointed} ^{bars} ^{and} ^{done} ⁱⁿ ^{food} ^{so} ^{but} ^{the} ^{point} ^{didn't} ^{dry} ^{so} ^{it} ^{was} ^{still} ^{dripping}. But now could this be? Jonah just thought it was a hole like black marks were already there from the last person. Something was going to happen, something bad. (I) Worriedly I did not feel safe anymore. Not here anyway! The evil ^{aliens} started to travel across the town until they made it to our little hotel. Jonah yelled at me to get to the front of the house so we could run away. (Pulled off!) (AS) I went. (Brightly) I tried to open the door, it wouldn't open. I pulled and pulled but we were trapped! The ^{aliens} ^{were} ^{waiting} ^{for} ^{Jonah} ^{and} ^I ^{to} ^{give} ^{ourselves} ⁱⁿ. But that was never going to happen. AS I peered through the window to see ^{what} the ^{gross} ^{creature} ^{even} looked like. It smiled ^{creakily} and (he) licked his greasy lips. His ^{hairy} ^{hideous} ^{smile} ^{showed} ^{my} ^{blood}. He has razor sharp teeth ready to bite! His laser eyes were as red as blood. This was the last peaceful moment that Jonah and I would ever see! We ran and hid behind the velvet curtain, hoping he wouldn't see us. Jonah slowly had a quick look to see where the thing was.

he vicious

Suddenly (Jonah) was gone! (The) Hideously the creature ^{slurped} (Jonah) the remains of my brother's body and immediately swallowed every last bit of ^{meat} just wants to eat. But I couldn't or I would be gone to. (I) ^{thought} I could get Jonah back but I had to turn away far away. All I saw is I had to run away far away.

Resolution

Weakly, I ran. All the way to the town actually. (I) Constantly, I felt guilty about even buying the stupid hotel. Inside a wicked building I heard a cry. I bridged up half of the stairs where I ^{heard} a group of lonely people who had managed to escape. Anxiously, I joined everyone and we

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