

# School Development & Pupil Progress

M7X02153

Student Number: P146724

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

## Introduction

This assignment aims to provide a detailed analysis of a child's holistic development in five curriculum areas. These areas are English language, maths, well-being, physical education and Welsh language. When drawing conclusions about progress I will refer to the curriculum expectations for that child and their age. The analysis will be followed by suggested next steps in the pupil's learning within these curriculum areas using appropriate strategies that as a teacher, I would take to help the learner make progress.

The research has been conducted in a mixed gender, English medium primary school in the city of Swansea. According to Estyn (2018) the school has 239 pupils on roll and is in a designated Communities First area. Most pupils live within the 30% most deprived areas of Wales. Around half of the pupils are White British and just under half of the pupils speak English as an additional language. The majority of these pupils are of Asian heritage, predominantly Bangladeshi. About 30% of pupils have additional learning needs, which is higher than the Welsh average of 21%. Only a few pupils (6%) have statements of special educational needs. Around 38% of pupils are eligible for free school meals. This figure is much higher than the national average which is 22%.

Consent to carry out research on one learner within the class, and gather evidence within the five curriculum areas to inform the detailed analysis and next steps, was gained from the class teacher at the beginning of the teaching practice in the form of a consent letter provided by the university (Appendix 1). Once the teacher granted permission, we discussed which child in the class would be suitable for the analysis. We considered several factors including attendance, overall ability and who would be willing to provide the evidence needed to support this assignment. Once we had a pupil in mind, I approached that child and explained what I had to do as part of my current module at university. She was happy to take part in the research and provide the information that was required to write this assignment. In accordance with BERA guidelines (2018) I told the target child that she was able to stop the process at any time without any repercussions.

BERA guidelines (2018) outline that the confidential and anonymous conduct of participants' data is deemed to be the norm when carrying out research, and handling the data retrieved from such research. Therefore, for the purposes of this assignment, the name of the school

and all members of staff involved will remain confidential and anonymous. In addition to this, throughout the assignment the target child will only be referred to as C.

C is a female year 6 pupil who is 10 years and 9 months old. She is white, of British origin and speaks English as her first language. C is not eligible for free school meals. She has been a pupil at the school since starting in nursery at the age of 3. C does have an additional learning need as she was diagnosed with dyslexia at the age of 7. She is also known to suffer with anxiety disorder.

### Data Collection

Data has been collected using a variety of methods. These methods are adopted from the 'Mosaic Approach' (Clark & Moss, 2011). The Mosaic Approach is a multi-method approach which encourages practitioners to listen to pupil voice and perspectives on themselves as learners. According to Donaldson (2015) pupil voice is paramount as it plays a fundamental role in developing pupils' well-being and renders them active participants in their own learning. I collected data in the form of observations of the child as she worked and interacted with her peers. This method is an appropriate way of gathering data as it enables practitioners to see and hear exactly what the child is doing and saying (Sharp, 2012).

Observations aid teachers and other members of staff to find out what knowledge and skills children have, as well as what skills and knowledge they do not possess yet (Welsh Assembly Government, 2008a). There are several strengths and limitations to observations. Most notably, the fact that everything is seen and heard first-hand from the child themselves makes this process very reliable. However, sometimes vital information can be missed by the observer if it is something that happens very briefly as they make their observational notes (Sharp, 2012).

Another element of the Mosaic Approach which I used to find out more information about my target child was the taking of photographs. This process involved C taking photos of her favourite places and things around her school. This method of data collection was a suitable way of collecting information as it helped to provide a more detailed picture of how she perceives life at her school (Clark & Moss, 2011). Children today are so adept at using various technologies such as iPads for taking photographs, and most schools have these available in each class, meaning this form of data was extremely easy to gather. A strength

of this method was that the child was able to be actively involved (Clark, 2007). She enjoyed being able to photograph different areas around the school and discuss why she likes them. This active involvement would not have been achieved if the process comprised of me taking photos of different parts of the school and then sitting down with my target child to ask her what those areas of the school mean to her (Greenfield, 2011). A limitation of this data collection method is that due to the identity of my target child having to remain anonymous, along with the name of the school, some photos that were taken by my target child, for example of herself with her friends are not permitted to be used within this assignment. Therefore, the photographs obtained for the purposes of this assignment do not paint a complete picture of C and her life at the school.

According to Clark & Moss (2011) talking to children is an essential component of the Mosaic Approach. The interview that was carried out between me and the target child is another example of an active child-focused process. The interview took place within the year 6 classroom, where the child felt the most comfortable. It was carried out during a playtime when all the other children were outside. I made the target child aware that she had the right to not answer a question if she did not want to and that she could stop the questioning at any time. This is in line with BERA guidelines (2018) who express that although a participant may initially give their consent to research being carried out, they still have the right to withdraw at any time and if that is their wish then this should be adhered to. The interview involved me asking the child open ended questions about her life at school, listening to her responses and taking notes of what was being said. The child was given the opportunity to expand on answers without being led too much by myself. This means of gathering data is extremely useful as it provides more details than some of the other data collection methods also used. However, it is not always reliable as the child may give responses that they feel you want them to give (Sharp, 2012).

As well as talking to my target child I carried out an interview with the class teacher. This method of collecting data allowed me to gain a picture of the child's academic achievements and attainment levels within school in addition to how she is perceived by members of staff. This information was vital for me to learn in this way as I would not have been able to obtain it via any other means of data collection during my time at the school. A limitation of this method, however, is that teacher bias may have occurred. The progress

that a child makes during an academic year reflects the teaching and learning that has taken place in the classroom. If the teaching and learning within that classroom has not been particularly effective, then the teacher would not want to make light of this (Greenfield, 2011).

I collected pupil-led feedback on learning experiences in the form of Assessment for Learning (AfL) strategies. These allowed me to gain a better insight into the understanding of my target pupil following a lesson and how she felt about her own learning. A strength of this method is that because there are several different AfL strategies that can be used, the child never became bored of using the same one for a long period of time. I also became familiar with which ones she liked, and so used them more often. Nevertheless, there are limitations of this method. According to Black *et al.* (2007) sometimes a child might have a different perception of what they can and cannot do compared to the what the teacher thinks.

Additionally, I collected annotated samples of the target child's work. This was an appropriate method of data collection because it allowed me to see first-hand how C was getting on with the tasks being completed in class. A strength of this form of data collection is that it is concrete evidence originating from the child (Clark & Moss, 2011). Yet, there is nothing to suggest that evidence in the form of a piece of work was carried out solely by the child, or that it truly reflects all that the child knows about that area. Samples of children's work would need to be backed up by further evidence from some of the other data collection methods mentioned to be entirely accurate (Clark, 2007).

Finally, I collected data using other PTE formative records. RAG ratings which I completed after every lesson established how I felt C performed during the task set. ARCs completed at the end of each school day reflected on events that had taken place and provided data about C. Both forms of data collection were able to convey my perspectives and perceptions of the learner, what she can do and where she needs to go next in order to develop her knowledge, skills and understanding. Reading records which were completed twice a week allowed me to keep track of C's reading ability. This was especially important in my view as C has dyslexia and her reading ability is something which is not tracked within the class by the teacher.

Following the collection of data using the Mosaic Approach, I used a holistic view of learning for my analysis of the target child known as the ASK model (Nottingham, 2013). This model acknowledges the role of attitudes, skills and knowledge in learning.

## Analysis of learner and next steps

### Mathematics

C is grouped with most of her class members in the middle lower ability (MLA) group for maths. When I interviewed the class teacher to gather data, she described C's mathematical ability as good and stated that her predicted end of Key Stage 2 level is a solid level 4.

During my interview with C, she told me that she enjoys maths and thinks she is better at it than other subjects because her dyslexia does not affect the learning taking place. Although dyslexia can cause problems for learners in mathematics as well as in the development of their literacy skills (Squires & McKeown, 2006) this appears to not be the case for C. This is evidenced in Appendix 2 where C has RAG rated her understanding of place value, following a series of lessons, within a success criteria grid.

In class, C sits next to another girl who is one of her closest friends within the class. This pupil is in the middle higher ability (MHA) group for maths and if C is unsure of anything, she will ask this friend for help if the teacher is busy. This is something that has been observed by me and is referred to in Appendix 3. C will ask to attempt more difficult work if she feels that she has not been pushed enough or if she feels that she can do more than what has been expected of her. This was experienced by me first-hand, when looking at the topic of angles. I gave the MLA group their task to complete concerning acute, obtuse and right angles. C knew from sitting next to a pupil in the MHA group that they had been given another task to do once the initial one set was complete. When she finished her task, C approached me to check over it. I did so and stated that she had not quite got the right answers as she misunderstood the instructions. C returned to her seat and corrected her mistakes then came back up to see me. I told her that she had now done the work correctly, and then C asked if she could now have the work that the MHA group were doing. It was not part of my plan to give this task to any of the MLA group. Instead I was going to ask them to finish off a separate piece of work that had been started the previous day with the class teacher once they had finished the angles task for me. Although I was reluctant to give the

new task to her, I did so much to the happiness of C. She completed the work with no problems and was proud when telling me that she told me she could. Appendix 4 shows the initial task given to C and the second task that she completed upon request.

From what I have observed of C in the classroom during maths lessons, I would agree that she is consistent in the subject. Her mathematical development appears to not be affected by her dyslexia, which affects her throughout many of the other curriculum subjects. C is willing to give harder tasks a go if she feels confident that she can undertake them. C is predicted to finish year 6 with a level 4 in maths as she meets many of the criteria. These criteria include understanding place value to multiply and divide whole numbers by 10 and 100, adding and subtracting decimals to two places, using simple fractions and percentages to describe approximate parts of a whole and reflecting simple shapes in a mirror line.

A next step that I would take as a teacher would be to continue to give C any extension task that has been given to the MHA group, as she can work alongside the pupil sat next to her if required. This would hopefully challenge her and help to develop mathematical skills, but not be too difficult for C to handle. If this was the case in a particular circumstance and C became anxious about it, then I would discuss with her whether it would actually be appropriate for her to do the extension task at all.

### English language

#### Oracy

Although she is quiet in nature, C's language ability generally is of a good standard. This was explained to me by the class teacher at the beginning of my teaching practice when we discussed who would be a potentially good target child for the purposes of this assignment. However, during lessons and when working as part of a group, C is reluctant to give answers to questions posed and will let other members of the group lead conversation. C is already aware of this and has said that she is going to try and put her hand up more in class to contribute to class discussion.

#### Next Steps

I would ensure that any time there is a question posed during a class discussion where C raises her hand that I would go to her for an answer. If the answer given is correct, then I

would praise her and try to get more information if appropriate. If the answer is incorrect, then I would make sure to give constructive feedback on her answer but make sure that she knew although it was not correct, it was still valued as an answer so that she is not discouraged from putting her hand up on another occasion to answer a question (Black *et al.* 2007).

When getting the children to work as part of a group for a given task and if appropriate, I would make it clear to the class that there is to be a leader within each group. I would ensure the first time this is carried out that I would be the one to pick the group leaders. I would choose C to be the leader of her group. This would provide C the opportunity to lead a group discussion and manage the members of her team accordingly. Black *et al.* (2007) found that when pupils work as part of a group various skills are exhibited that are not displayed during any other type of learning. As a result, children benefit greatly from being in these situations when they are appropriate to the learning taking place.

### Reading

C reads books to herself from the class library during allocated times in the school day. However, as with the rest of the children in the class any reading done at home is not monitored using a home-school reading diary. In addition, the reading carried out by the class in school time is not monitored by the child reading to an adult. This means that C rarely takes part during class reading time as she is aware that her progress will not be noted. She will choose books based off how 'easy' they look to read and will swap a book for another if she struggles greatly with reading within the first few pages. C does not enjoy reading due to her dyslexia preventing her from being able to do so effectively. I began to listen to C read when I started the data collection process and saw for myself the trouble reading poses her (Appendix 5).

### Next Steps

As a teacher my next step would be to monitor C's reading on a weekly basis in class. This would ensure that I knew what book C was attempting to read and make certain that it is suitable for her reading age and ability. I would involve C in the process of choosing a book to read, using her interests to guide her as I want reading to be an enjoyable experience for her. I would use a reading diary to track her progress at school after listening to C read once

or twice a week. I would also monitor C when class reading time is taking place and note down any observations (Squires & McKeown, 2006).

Reading at school would not be enough, and I would encourage C to read at home with a parent on a nightly basis. This is not something that has to consume a great deal of time and can take place every evening after school. I would encourage C's parents to come into school to discuss reading strategies that could potentially help C with her reading and writing ability (Understood.org, 2019). What is carried out at home would then be recorded in a home-school reading diary so that I could keep track of progress at home to inform what I need to do with C next (Squires & McKeown, 2006).

### Writing

C's most recent levelled piece of written work was a newspaper report about the events surrounding the sinking of the Titanic (Appendix 6). She received a level 4 for this piece of work as it was appropriate for the target reader, sentences were organised into paragraphs, overall it was well organised and contained words that were used for effect. The teacher assessment of this piece of writing is included as Appendix 7. The targets provided by the teacher regard the use of capital letters and correct punctuation. However, this is not the first piece of written work completed by C where capital letters have been an area for improvement (Appendix 8).

As a next step to progress learning, I would find ways to help C's ability with capital letters and cement knowledge of their correct use. I could incorporate these during our reading time together. We could even use the book she is currently reading to explore capital letters and when they are used (Understood.org, 2019).

### Physical Education

When conducting my interview with C she told me that PE is her favourite subject at school, and she wishes they had the opportunity to take part in more than 1 hour a week of it. During our learning walk, C took a photo of the gym at the school which also serves as a community gym (Appendix 9). C told me that she enjoys the PE lessons that take place here, but she does prefer it when they are able to go outside instead. When we were outside on the school yard, C took a photograph of the netball hoop (Appendix 10). She informed me

that she plays netball on a Wednesday in an after-school club. When I asked her if she liked playing any other sports, C stated that she loves playing football during playtimes and lunchtimes. When I asked if there was a football after school club that she could be a part of, she told me that there was not. The school has a football team; however, C did not get picked to be a part of it. C told me that when she goes to secondary school in September, she hopes to play for their team instead.

I observed C during a PE lesson where she took part in various competitive activities as part of a team. According to Welsh Assembly Government (2008b) competitive activities comprise of activities that generally strategic and tactical and are learned for the intent of competition between an individual, group or team and others. I observed during the lesson as C was able to follow rules. She was also able to work confidently as part of a team against another team during a competitive activity (Appendix 11).

I spoke with C's PE teacher and he informed me that although C performs well during competitive activities as part of a team, she struggles when she is competing on her own against another pupil. She seems less confident and unsure of herself. Therefore, as a next step I would work to increase C's confidence in competing as an individual. This could be achieved through a series of confidence building activities that could be undertaken by the whole class during PE lessons so as not to single C out from the rest of the class. Confidence in physical activity will surely be lacking in other members of the class as it is not favoured by all and there are some who do not find it a strong subject. Therefore, confidence building will not only benefit C, but others as well.

### Welsh language

From my interview with the class teacher, I learned that C is not very strong independently with Welsh as a second language. Welsh has been a low priority during year 6, with lessons taking place once a week or fortnight. As a result, most of the class have not experienced further progression of their Welsh language skills. Appendix 12 is a piece of work written by C during her 2<sup>nd</sup> term in year 6. When I spoke to C about the piece of work, she told me that she remembered doing that piece of work because the teacher had her own personal profile up on the whiteboard and the class had to use vocabulary sheets to replace her details with their own. C struggled with reading the work aloud that she had written when I asked her

to. I then asked if she recognised key words in Welsh that I pointed to e.g. gwallt and whether she knew the English translation. She was unable to do this also. However, when I read out some of the sentences aloud to her, C was able to roughly tell me what they translated as by listening out for key words.

C is not currently at the expectation she should be within the Welsh second language curriculum framework, therefore if I was the teacher and this was the case then steps towards progression would need to be taken. I would be sure to have Welsh words and phrases around the classroom to reinforce the language in teaching and learning with English translations for clarification. I would also make sure that there were opportunities for written Welsh to take place within the classroom, and not just during a Welsh lesson. Examples of these could be writing the date in Welsh for every subject and making use of certain phrases when self and peer assessing work. Finally, to strengthen Welsh language oracy I would ensure that incidental Welsh was used throughout the school day by myself and the children when taking the registers, when asking for something (Ga i?) and when tidying up to move onto a different lesson or for a play time (mae'n amser tacluso, mae'n amser chwarae nawr).

### Well-being

I learned from my interview with the class teacher at the beginning of my practice that C struggles with anxiety issues but is usually not particularly forthcoming about them unless asked by the teacher. These issues have seemed to intensify as the year has progressed. C is coming closer to attending secondary school and the national tests were pending at the time of the data collection. When I questioned C, I asked her if she was looking forward to starting year 7 in September. She told me that there were some things that she was looking forward to, but she was nervous because of how her reading and writing ability would affect her being able to do work. The class will experience transition days over the coming months before the Summer holidays, but even these cannot prepare pupils fully for what lies ahead.

Children's wellbeing is paramount as it plays a significant role in their educational engagement and attainment (Donaldson, 2015). Children in Primary school are often neglected when it comes to their wellbeing as it often seen as more of an issue with secondary school aged children. There are strategies that can help children who suffer with

anxiety that can be utilised in the classroom (Understanding Anxiety, 2019). Mindfulness is a strategy which allows the person to think about what is happening in the moment and not think about the what ifs (Mindfulness in Schools Project, 2019). It is becoming more and more popular in education and can be effective.

Another step I would think about taking as a teacher would be to potentially get a few ex pupils from the school who are now coming towards the end of year 7 to come and talk to the class, and answer any questions they may have about starting life in secondary school. This will enable them to get the perspective of someone their own age rather than a parent or teacher point of view and hopefully ease any anxieties about this new chapter in their lives.

## Conclusion

The data collected has its various strengths and limitations. One of the limitations is that there was a restricted time frame in order to collect what data was required due to the length of the placement and the number of teaching hours available to me. Teaching hours were impeded upon during the first few weeks of placement due to national testing which is a requirement in year 6. A strength of the data collected is that it is varied and provides numerous different perspectives of C's learning experience. The process was undertaken with all ethical considerations in mind and with the child at the centre for the duration.

I have learnt how the Mosaic Approach can be used effectively within education to monitor and assess pupil knowledge and understanding. The wide-ranging data collection methods utilised mean that the data is abundant and able provide teachers with the necessary information about a child's progress and areas for their holistic development.



**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):

[Redacted]

SCHOOL NAME (PLEASE PRINT):

[Redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

[Redacted]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

[Redacted]

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**

Names blanked out in line with ethical guidelines. Original copy available on request.

## Appendix 2

5)

a)  $63 \times 1000 = 63000 \div 10 = 6300 \times 100 = 630000$  ✓

b)  $51000 \div 1000 = 51 \div 10 = 5.1 \times 1000 = 5100$  ✓

c)  $9800 \div 10 = 980 \times 1000 = 980000 \times 10 = 9800000$  ✓

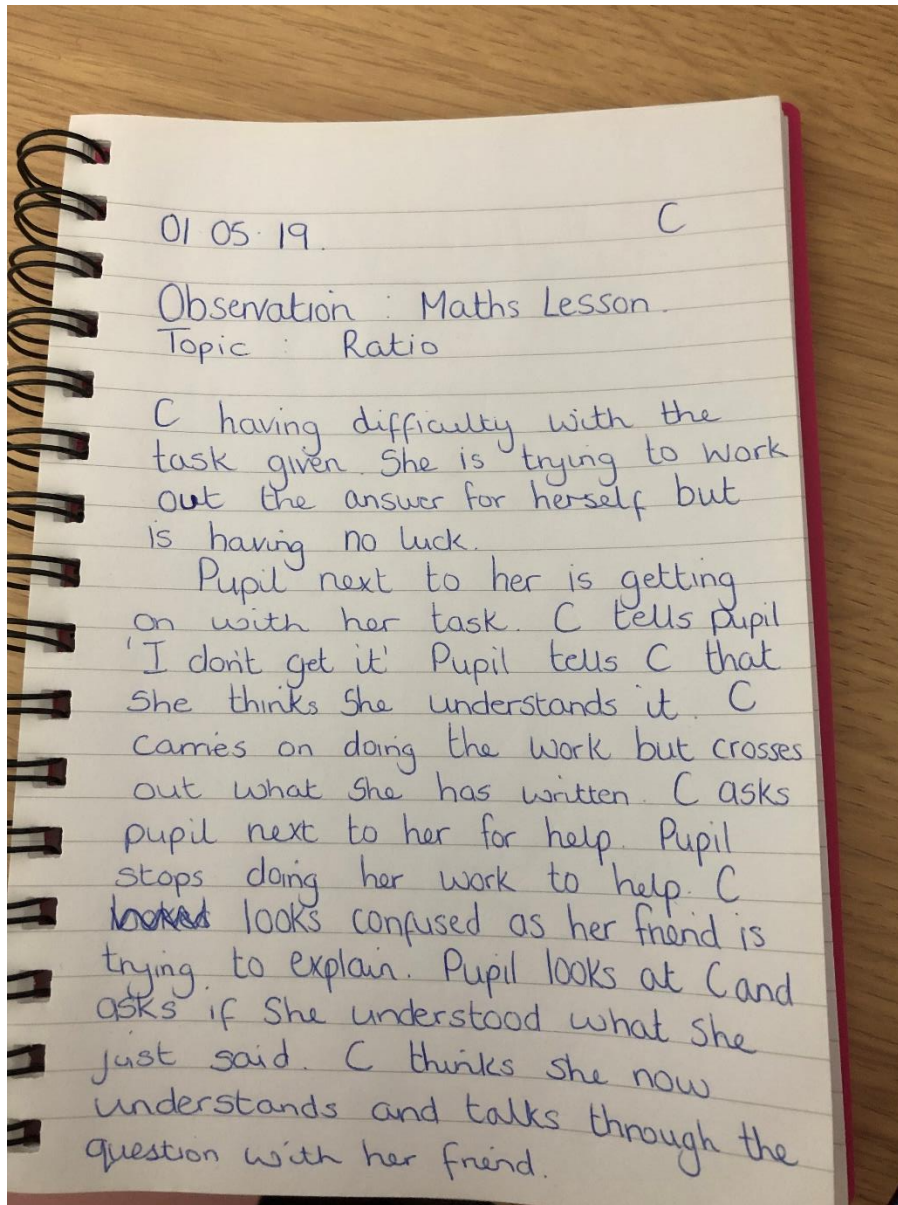
You have achieved  
our learning intention

12/10  
Judy

**Hafod Primary School**  
**Topic Success Criteria: Y6 Place Value**

|                                                                 |          |          |  |  |  |
|-----------------------------------------------------------------|----------|----------|--|--|--|
| I can read five/six/seven digit numbers                         | 11/09/18 | 12/09/18 |  |  |  |
| I can write five/six/seven digit numbers                        | 11/09/18 | 12/09/18 |  |  |  |
| I can order larger numbers                                      | 17/10/18 | 18/10/18 |  |  |  |
| I can add multiples of 10 to a seven digit number               | 12/10/18 |          |  |  |  |
| I can subtract multiples of 10 from a seven digit number        | 12/10/18 |          |  |  |  |
| I can multiply numbers by 10, 100 and 1000                      | 12/10/18 |          |  |  |  |
| I can divide numbers by 10, 100 and 1000                        | 17/10/18 |          |  |  |  |
| I can multiply decimal numbers by 10, 100 and 1000              | 12/10/18 | 15/10/18 |  |  |  |
| I can divide decimal numbers by 10, 100 and 1000                | 12/10/18 |          |  |  |  |
| I can round seven digit numbers to the nearest 10, 100 and 1000 | 12/10/18 |          |  |  |  |
| I can use place value to convert one metric unit to another     | 11/09/18 |          |  |  |  |

Comment: I understand place value more now because we have done so much of it

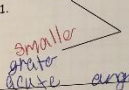
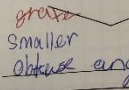
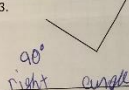
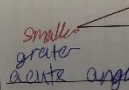
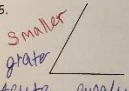
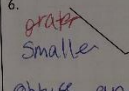
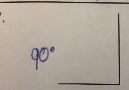
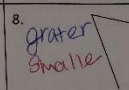


## Appendix 4

### Is It A Right Angle?

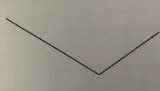
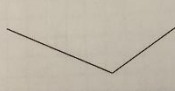
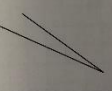
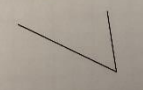
An angle is where two lines meet.  
A right angle is in the corner of a rectangle or square.

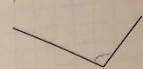
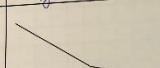
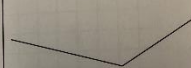
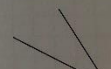
Look at the angles below. Decide whether each one is a right angle, bigger than a right angle or smaller than a right angle. Write down your answer on the line.

|                                                                                                                           |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. <br>smaller<br>greater<br>acute angle | 2. <br>greater<br>smaller<br>obtuse angle |
| 3. <br>90°<br>right angle                | 4. <br>smaller<br>greater<br>acute angle  |
| 5. <br>smaller<br>greater<br>acute angle | 6. <br>greater<br>smaller<br>obtuse angle |
| 7. <br>90°<br>right angle                | 8. <br>greater<br>smaller<br>acute angle  |

Insert one of the symbols below into each box and decide whether each angle is acute, obtuse or a right angle. The first one has been done for you.

$<$   $>$   $=$

| e.g. |  |     |  |
|------|-------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------|
|      | Acute                                                                               | $<$ | Right angle                                                                         |
| 1.   |  |     |  |
|      | Right angle                                                                         | $<$ | obtuse                                                                              |
| 2.   |  |     |  |
|      | obtuse                                                                              | $>$ | acute                                                                               |
| 3.   |  |     |  |
|      | acute                                                                               | $<$ | right angle                                                                         |

|                                                                                      |     |                                                                                       |
|--------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------|
|   |     |  |
| right                                                                                | $<$ | obtuse                                                                                |
|   |     |  |
| right                                                                                | $=$ | right                                                                                 |
|  |     |  |
| obtuse                                                                               | $=$ | obtuse                                                                                |
|  |     |  |
| acute                                                                                | $=$ | acute                                                                                 |
|  |     |  |
| obtuse                                                                               | $<$ | obtuse                                                                                |

## Appendix 5



Canolfan Addysg Athrawon  
De-Orllewin Cymru  
The South West Wales  
Centre of Teacher Education

C11b

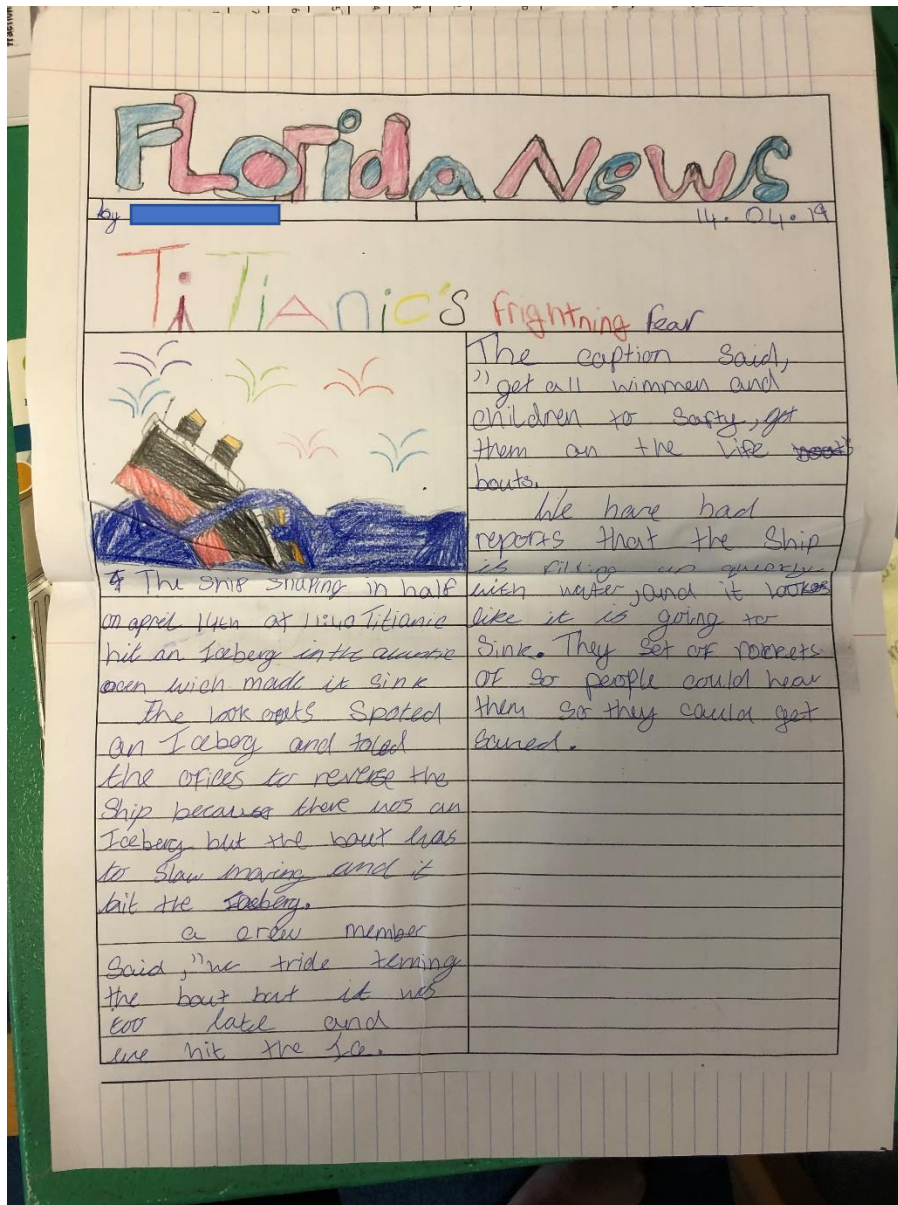
### Reading record

Name of learner:

Reading age (if known):

| Date    | Title of book and page numbers read | Type of book e.g. fiction, play, poetry | Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)                                                      |
|---------|-------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30.4.19 | The accidental Billionaire p.1-5    | Fiction                                 | New book. Picked from class library. Struggled with some words - read how as who, <del>could</del> could as cold. Very slow reading. Not done any over Easter break.      |
| 03.5.19 | The Accidental Billionaire P. 10-15 | Fiction                                 | Slow reading. Becoming frustrated with getting words wrong. Confusing with d a lot. Does understand bits of what is going on in story but not enjoying having to read it. |
| 7.5.19  | Diary of a Wimpy Kid P.1-4          | Fiction                                 | C has changed her book as she found the last one too hard and has given up. She likes this one better for reading some <del>easy</del> easy.                              |
| 9.5.19  | Diary of a Wimpy Kid P. 7-10        | Fiction                                 | C has done some reading on her own and was able to recall what had happened before we moved on. Slow reading. Couldn't read figured, aggressive and traditional.          |

This form should be used after reading the school's reading policy, if available



## Appendix 7

| Levelling and Assessing Written Work                                                                                              |                                                                                        |                                                |                                                        |                                                         |                                     |                                                                                                    |                                                                        |                                                       |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------|
|                                                                                                                                   | Form                                                                                   | Audiences                                      | Word choices                                           | Sentence variety                                        | Paragraphs                          | Punctuation                                                                                        | Spelling                                                               | Presentation/Handwriting                              | Opinions offered                     |
| Level 1                                                                                                                           | Simple words and phrases used                                                          |                                                |                                                        |                                                         |                                     | Full stops                                                                                         |                                                                        | Letters usually clearly shaped and correctly oriented |                                      |
| Level 2                                                                                                                           | Can use creative and factual forms                                                     | Some awareness of audience                     | Appropriate, interesting vocabulary                    | Words organised in sequence                             |                                     | Capital letters and full stops used sometimes                                                      | Simple monosyllabic words are correctly written phonetically plausible | Letters accurately formed/consistent in size          |                                      |
| Level 3                                                                                                                           | Imaginative and clear. Organised in both creative and factual forms                    | Beginning to adapt to audience                 | Some choices are varied and interesting                | Syntax and grammar are correct. Ideas developed         |                                     | Full stops, capital letters and question marks are correct                                         | Common polysyllabic words spelled correctly                            | Legible handwriting and work appropriately presented  |                                      |
| Level 4                                                                                                                           | Lively and sustained. good organisation                                                | Appropriate for reader                         | Often adventurous. some used for effect                | Beginning to extend sentences and use varied structures | Sentences organised into paragraphs | Demonstrates sentences accurately. beginning to use internal sentence punctuation and speech marks | Conforms to regular patterns generally accurate                        | Legible, clear. presentation adapted to task          | Opinions stated/ reasons given       |
| Level 5                                                                                                                           | Varied. Interesting in a range of forms. formal when appropriate                       | Adapted to audience-can be formal              | Imaginative choice of vocabulary. words used precisely | Simple and complex sentences are controlled             | Paragraphing accurate               | Range of punctuation used accurately                                                               | Complex regular patterns are accurate                                  | Legible and well presented                            | Opinions are supported by reasons    |
| Level 6                                                                                                                           | Able to adapt style and register to different forms. Impersonal style when appropriate | Able to engage the reader and sustain interest | Varied vocabulary to create effects                    | Range of sentence structures used                       | Effective paragraphing              | Range of punctuation used to clarify meaning                                                       | Generally accurate including irregular words                           | Legible and well presented                            | Opinions are expressed and developed |
| Teacher Comment                                                                                                                   |                                                                                        |                                                |                                                        |                                                         |                                     |                                                                                                    |                                                                        |                                                       |                                      |
| An interesting report, you've tried to give facts, but in an exciting way<br>I think you may have left out a main body paragraph. |                                                                                        |                                                |                                                        |                                                         |                                     |                                                                                                    |                                                                        |                                                       |                                      |
| Targets                                                                                                                           |                                                                                        |                                                |                                                        |                                                         |                                     |                                                                                                    |                                                                        |                                                       |                                      |
| * Capital letters<br>* Close speech marks and punctuate accurately.                                                               |                                                                                        |                                                |                                                        |                                                         |                                     |                                                                                                    |                                                                        |                                                       |                                      |

## Appendix 8

| Form                                                                                                                                                                                                                                                                                                                                                                                                                    | Audience                                                                                  | Word choices                                    | Sentence variety                                        | Paragraphs                                               | Punctuation                                                 | Spelling                                                                                            | Presentation handwriting                                 | Opinions offered               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------|
| Level 1                                                                                                                                                                                                                                                                                                                                                                                                                 | Simple words and phrases used.                                                            |                                                 |                                                         |                                                          | Full stops.                                                 |                                                                                                     | Letters usually clearly shaped and correctly orientated. |                                |
| Level 2                                                                                                                                                                                                                                                                                                                                                                                                                 | Can use creative and factual forms.                                                       | Some awareness of audience.                     | Appropriate, interesting vocabulary.                    | Words organised in sequence.                             | Capital letters and full stops used sometimes.              | Simple monosyllabic words are correct - errors phonetically plausible.                              | Letters accurately formed/consistent in size.            |                                |
| Level 3                                                                                                                                                                                                                                                                                                                                                                                                                 | Imaginative and clear. Organised in both creative and factual forms.                      | Beginning to adapt to audience.                 | Some choices are varied and interesting.                | Syntax and grammar are correct - ideas developed.        | Full stops, capital letters and question marks are correct. | Common polysyllabic words spelled correctly.                                                        | Legible handwriting and work appropriately presented.    |                                |
| Level 4                                                                                                                                                                                                                                                                                                                                                                                                                 | Clearly sustained and organised.                                                          | Appropriate for reader.                         | Often adventurous: some used for effect.                | Beginning to extend sentences and use varied structures. | Sentences organised into paragraphs.                        | Demonstrates sentences accurately: beginning to use internal sentence punctuation and speech marks. | Legible, clear presentation adapted to task.             | Opinions stated/reasons given. |
| Level 5                                                                                                                                                                                                                                                                                                                                                                                                                 | Varied. Interesting in a range of forms. Formal when appropriate.                         | Adapted to audience - can be formal.            | Imaginative choice of vocabulary: words used precisely. | Simple and complex sentences are controlled.             | Paragraphing accurate.                                      | Range of punctuation used accurately.                                                               | Complex regular patterns are accurate.                   | Legible and well presented.    |
| Level 6                                                                                                                                                                                                                                                                                                                                                                                                                 | Able to adapt style and register to different forms. Experimental style when appropriate. | Able to engage the reader and sustain interest. | Varied vocabulary to create effects.                    | Range of sentence structures used.                       | Effective paragraphing.                                     | Range of punctuation used to clarify meaning.                                                       | Generally accurate including irregular words.            | Legible and well presented.    |
| Teacher Comment                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                           |                                                 |                                                         |                                                          |                                                             |                                                                                                     |                                                          |                                |
| <p>You know lots about Martin Luther King, and showed you have a good understanding of the topic. You organised your writing into paragraphs (You forget your introduction though!).</p> <p>Targets:</p> <ul style="list-style-type: none"> <li>* To maintain handwriting and presentation throughout.</li> <li>* Use capital letters and full stops consistently.</li> <li>* Keep working on your spelling.</li> </ul> |                                                                                           |                                                 |                                                         |                                                          |                                                             |                                                                                                     |                                                          |                                |

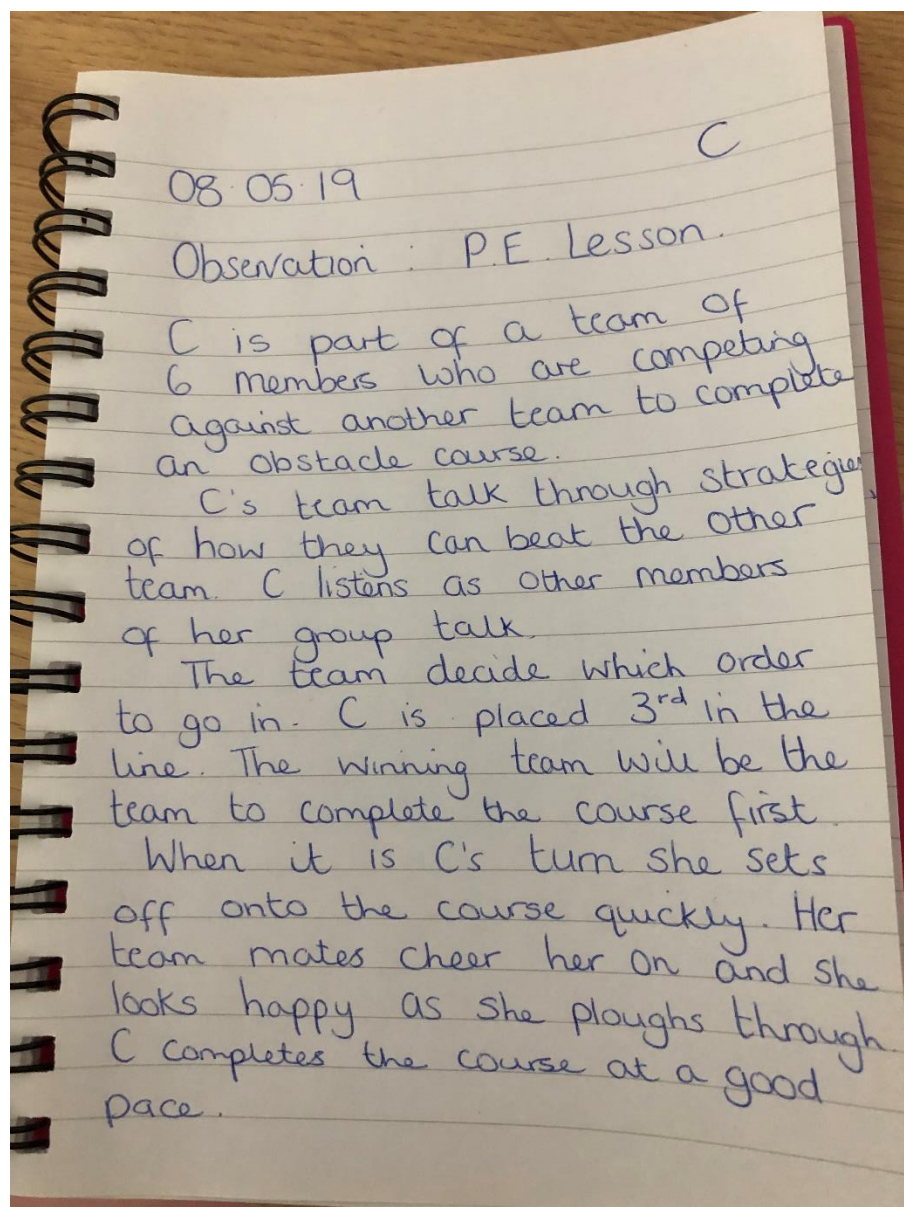
| Form                                                                                                                                                                                                                                                                                                                                                                                                                           | Audience                                                                                  | Word choices                                    | Sentence variety                                        | Paragraphs                                               | Punctuation                                                 | Spelling                                                                                            | Presentation handwriting                                 | Opinions offered               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------|
| Level 1                                                                                                                                                                                                                                                                                                                                                                                                                        | Simple words and phrases used.                                                            |                                                 |                                                         |                                                          | Full stops.                                                 |                                                                                                     | Letters usually clearly shaped and correctly orientated. |                                |
| Level 2                                                                                                                                                                                                                                                                                                                                                                                                                        | Can use creative and factual forms.                                                       | Some awareness of audience.                     | Appropriate, interesting vocabulary.                    | Words organised in sequence.                             | Capital letters and full stops used sometimes.              | Simple monosyllabic words are correct - errors phonetically plausible.                              | Letters accurately formed/consistent in size.            |                                |
| Level 3                                                                                                                                                                                                                                                                                                                                                                                                                        | Imaginative and clear. Organised in both creative and factual forms.                      | Beginning to adapt to audience.                 | Some choices are varied and interesting.                | Syntax and grammar are correct - ideas developed.        | Full stops, capital letters and question marks are correct. | Common polysyllabic words spelled correctly.                                                        | Legible handwriting and work appropriately presented.    |                                |
| Level 4                                                                                                                                                                                                                                                                                                                                                                                                                        | Clearly sustained and organised.                                                          | Appropriate for reader.                         | Often adventurous: some used for effect.                | Beginning to extend sentences and use varied structures. | Sentences organised into paragraphs.                        | Demonstrates sentences accurately: beginning to use internal sentence punctuation and speech marks. | Legible, clear presentation adapted to task.             | Opinions stated/reasons given. |
| Level 5                                                                                                                                                                                                                                                                                                                                                                                                                        | Varied. Interesting in a range of forms. Formal when appropriate.                         | Adapted to audience - can be formal.            | Imaginative choice of vocabulary: words used precisely. | Simple and complex sentences are controlled.             | Paragraphing accurate.                                      | Range of punctuation used accurately.                                                               | Complex regular patterns are accurate.                   | Legible and well presented.    |
| Level 6                                                                                                                                                                                                                                                                                                                                                                                                                        | Able to adapt style and register to different forms. Experimental style when appropriate. | Able to engage the reader and sustain interest. | Varied vocabulary to create effects.                    | Range of sentence structures used.                       | Effective paragraphing.                                     | Range of punctuation used to clarify meaning.                                                       | Generally accurate including irregular words.            | Legible and well presented.    |
| Teacher Comment                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                           |                                                 |                                                         |                                                          |                                                             |                                                                                                     |                                                          |                                |
| <p>A passionate piece of persuasive writing. You have done a lot of research on your hero. You followed the structure well and supported your opinions with facts.</p> <p>Targets:</p> <ul style="list-style-type: none"> <li>* Don't forget your introduction!</li> <li>* Use capital letters and full stops consistently.</li> <li>* Make sure handwriting is always legible.</li> <li>* Take care with spelling.</li> </ul> |                                                                                           |                                                 |                                                         |                                                          |                                                             |                                                                                                     |                                                          |                                |

## Appendix 9

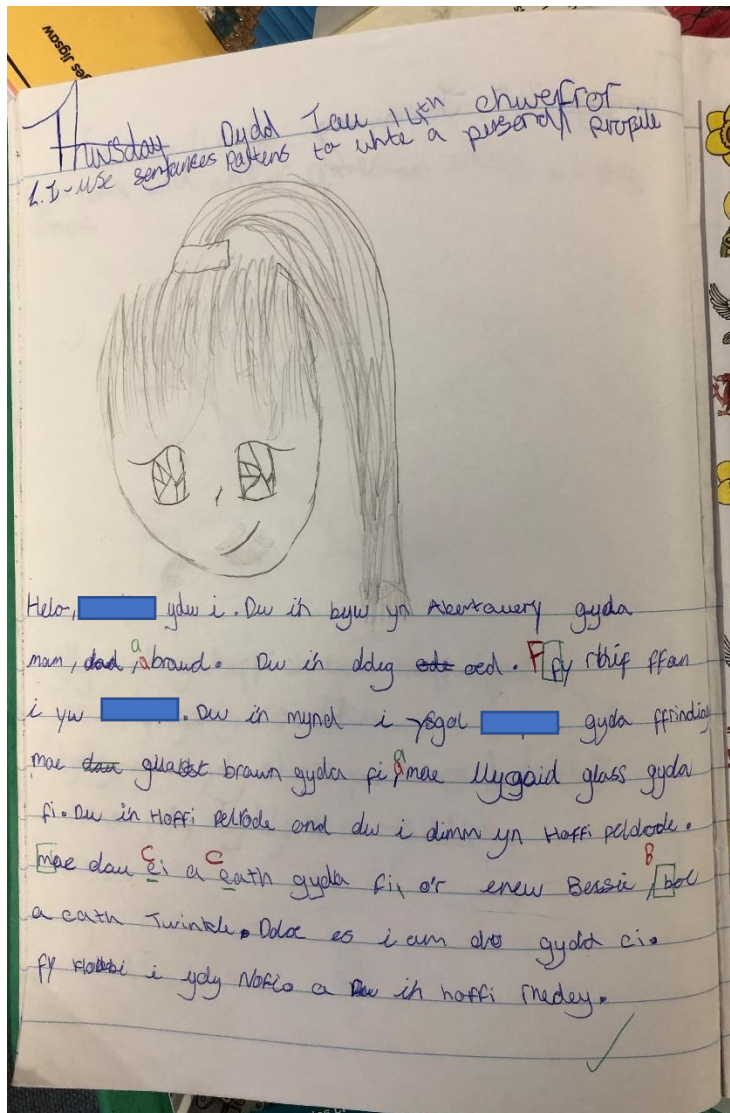


## Appendix 10





## Appendix 12



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