

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐ 	☐	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐ 	☐	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☐ 	☐	☐
4. Key Transferable Skills	☐	☐	☐	 ☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL

PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

I think it's fairly interesting research. It's certainly made me reflect upon my practice and improved my teaching.	Referencing
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Student's Name	Rhiannon Grostate	Date	14/4/18
Student's Signature	Rhiannon Grostate		

The Enquiring Teacher – Research project

I am grateful to my partner Angharad Williams who has collaborated with me for this research project. I feel privileged to have been welcomed back at my placement school to conduct the first part of the research and to have had the opportunity to experience Angharad's placement school for the second part.

The issue that interested me was the level of critical thinking skills being taught and developed during a guided reading session. In my school, guided reading sessions were held daily. A rota was formed, and the teacher took one group of six a day for 20 minutes while the other pupils worked on other reading activities in small groups. The pressure was in fitting in this 'slot' every day and making the 20 minutes of time of a good quality.

From the independent experiences both my partner and I had in our schools, we found that guided reading within a focus group was enjoyed by both pupils and the teaching staff. Along with enjoyment, there is sufficient scope to further these sessions to develop thinking skills which could be transferred to other areas. The classes we conducted this research with were years 3 and 4, where the children's ages range between 7 and 9. Piaget argued that children from ages 7-12 enter a 'concrete operational' stage, where they begin to understand the world in abstract terms and develop the ability to explore concepts and think about things from different perspectives. If we can further the skills developed through guided reading, children may begin to independently transfer the skills to other areas of learning without teacher input. If critical questioning which developed thinking skills and good use of exploratory talk was programmed throughout the 20-minute slot, the cognitive skills developed could influence and effect the child's learning through other areas of guided reading and in wider aspects of the curriculum and even their lives.

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In my class there were 30 pupils with ages ranging between 8 and 9. Within the class there were two pupils identified with having additional learning needs, four children who were identified as 'gifted and talented' and ten higher attaining children. The school is in an affluent area with 2% of children being known as eligible to have free school meals and 3% are known to be children with additional learning needs which are both significantly below the average for Wales. Very few pupils came from an ethnic minority background have English as an additional language. This information is derived from the 2014 Estyn report. (Estyn, 2014)

I discussed this with my partner who has an interest in the effects of good questioning.

My partners class had 32 pupils with ages ranging between 7 and 8. Within the class there were two pupils who are identified as having additional learning needs, and ten children who were higher ability, four of which spoke English as a second language. Within the class, 13 of the pupils spoke English as a second language. The school is significantly larger than my school, with triple the number of pupils. Around 16% of pupils were entitled to free school meals and 28% were identified as having additional learning needs. 34% of pupils come from ethnic minority backgrounds and 30% speak English as an additional language. Again, this information is derived from the Estyn report of the school. (Estyn, 2014)

Together our research question is: **How can we improve higher ability children's inferring skills using Bloom's taxonomy questioning during guided reading?**

For my class this means the research may positively affect the quality of time spent during guided reasons sessions.

Literature review:

To support my research, guide the creating of the lesson plan and to anticipate what we may find, I researched how to conduct effective guided reading sessions along with a little history of how they began and why. As our study was focused on a picture book, I felt the importance to research the impact on picture books in KS2.

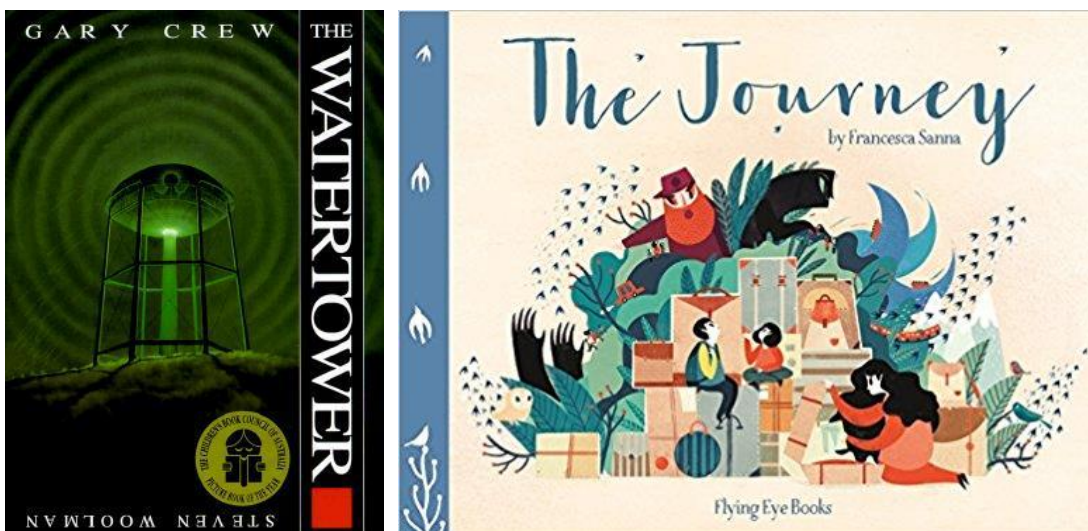
Guided reading:

Guided reading is a strategy developed in New Zealand that allows teachers to support learners in their reading and understanding of texts. Biddulph (2002) explains that the teachers role is to 'scaffold literacy learning to actively enhance student's understanding'. Guided reading not only supports the child in learning to read, but to make meaning of words and understand different concepts which in turn develops inferencing skills. Buddulph (2002) links the strategy of guided reading to 'schema theory' where a child can make assumptions, predictions and make meaning based on what he or she already knows. The importance of selecting appropriate text which the child will have some experience of but stretch them enough to intrigue the child is very important. Graham and Kelly (1997)

suggest three areas to consider: 'range, personal interest and motivation'. They go on to explain the range is concerned with the curriculum and the variation of reading; the personal interest is in choosing a book or topic that a child may know something about already which links in with motivation. Motivation as explained by Graham and Kelly (1997) can be influenced by a teacher giving a group a brand new book that no-one else in class has read, by telling the children it's a book for older children but the teacher thinks they might be ready, or by likening the characters to the children involved. General excitement and enthusiasm from the teacher as Graham and Kelly (1997) explain may be motivation enough to entice a child into sharing a new book/text. The importance for teachers to make the correct choice of text is emphasised by the Primary National Strategy guidance who agree 'texts should be of high quality, should interest and excite children, and should offer opportunities to work towards specific objectives' (Department for education and skills, 2003).

Impact of picture books in KS2 and using them to encourage exploratory talk

Knight (2017) believes the use of picture books from nursery through to KS2 will help foster a love of reading to children. Knight (2017) explains that 'a picture is worth a thousand words' and from sharing pictures books, children can make meaning and build their vocabulary from talking about and enjoying the pictures in books. Smith (2017) wrote about the positive impact picture books have on primary age children's development of skills that include reading 'between the lines' and an ability to 'generate alternative explanations regarding the author's intent'. Smith suggests choosing picture books where the illustrations do not merely add visual representation to the words, but 'the art and the words work together to create meaning so that, without either, the story is nonsensical'. Books suggested are *The Water tower* by Gary Crew and Steven Woolman and *The Journey* by Francesca Sanna.



The use of picture books in schools was recently researched by The Centre for Literacy in Primary Education (Centre for Literacy in Primary Education, 2017). The research found that traditionally picture books have been used for the young and less able in primary schools. The Power of Pictures project aimed to encourage use of picture books and enhance teachers understanding of how to teach them. Picture books within guided reading at KS2 level was found to be beneficial as whole stories could be read rather than extracts at a time.

Developing readers in ks2 Knight (2017) agrees that motivation is key in developing literacy, and picture books which are not word heavy can benefit unconfident readers in KS2. Knight recommends regularly using picture books throughout. The practice of sharing picture books in KS2 promotes discussion and exploratory talk in an open and non-confrontational way, as discussed above. Piaget's (1970) in Hattie (2012, p. 104) studies found that children's responses 'moved from very intuitive to more scientific and socially acceptable...as they became exposed to other[s]...who had an interest in talking to them'. The learning theory social constructivism suggests children given the opportunity to discuss may further their understanding and force them to look at what they already know in a new and developed light. Hattie (2012) explains 'the mind develops in response to challenge'. He goes on to suggest that teachers may provide 'cognitive conflict' with intervention to further children's developing minds.

Questioning – the importance of open-ended questioning that develops thinking skills. Hattie explains that 'for teachers, questions are often the glue to flow the lesson'. Stevens (2008) explains the importance of open-ended questions to allow children to interact with their teachers in a positive way. Stevens (2008, p. 9) explains that a child who suspects they are being tested with a closed question (with a correct or incorrect answer) may avoid interaction from fear of being wrong. Medwell (2010) agrees that closed questioning is a strategy that puts the focus on one child. Hattie refers to a study by Cazden (2001) who found that in average learners were given less than a second to answer questions but the more able learners were given more time to respond which may hinder the outcomes of those learners who are not attaining as high as they may. Eyre (2010) explains that 'asking the right questions is a two-way process' where a dialogue dissects an idea or in the case of guided reading a part of a book in order to train the child to 'not take information at face value'. Eyre (2010) suggests that regular questioning such as 'what could we ask about this book?' will enable learners to routinely question what they study with insight and understanding.

In order to develop and plan my approach to the lesson study, I furthered my understanding of action research. Mukherji and Albon (2015, p. 126) summarise action research as 'changing and improving practice' where the practitioner is key in the research in a practical and collaborative way over a series of cycles. Mukherji and Albon note that action research has a detailed focus on a small scale, which 'is particular to people and contexts'. This could be seen as a limitation to practitioners who want to create solutions on a larger scale (Campbell, et al., 2004). Lesson study, developed in Japan from the 1870s (Dudley, n.d.) is strongly related to action research. The meaning of lesson study as summarised by the Department for Education (2010) is for two or more teachers to work together in order to 'investigate and improve a specific aspect of classroom technique' by developing a 'better designed and delivered' pedagogy.

Explanation of your lesson study design

As agreed by the Department for Education (2010) and Dudley (n.d.) we followed the traditional lesson study focus. See diagram on figure 1 from (Dudley, n.d.)

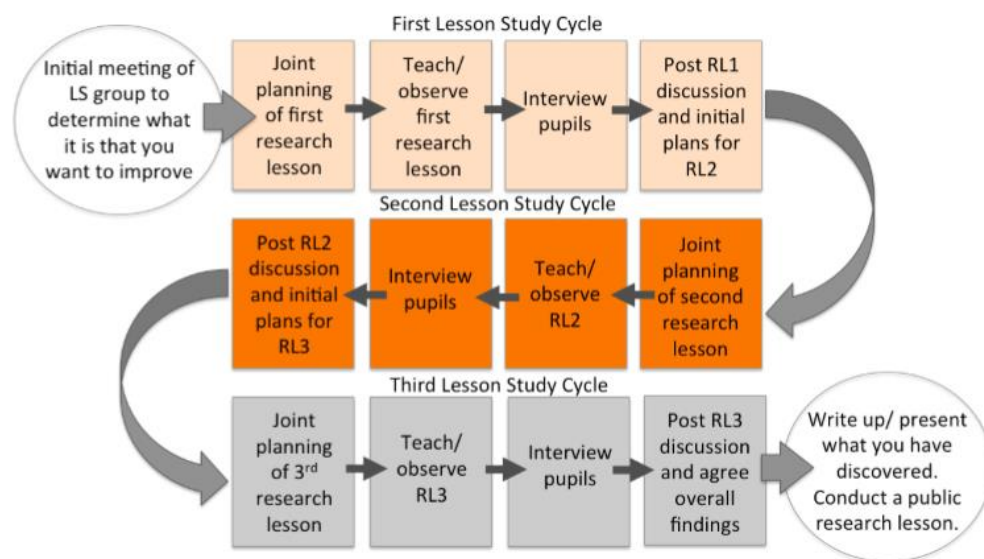


Figure 1

As reflection-on-action through discussion plays a key part in professional development (Greig, 2015, p. 30) and lesson study, I considered the limitations that while conducting the research, we may confuse the improvements we wish to seek with a generalisation of furthering our own developments. While planning how to handle and discuss the data we made a conscious effort to keep the context in focus of improvements for the following study.

The methods of data collection used were field notes, audio recording then transcribing, non-participant observation and focus group interviews. The field notes detailed aspects of the learning that would not be accessible from reading a transcription of the session. The notes were taken by the observer who noted the engagement levels of the children. The notes were discussed with the researcher teaching who also gave their feedback. The limitation was that notetaking can arouse curiosity for the children distracting them from the session. (Greig, 2015, p. 436) If I could change this next time, I would consider using the Leuven scale to measure engagement and involvement as this would give clearer insight to both qualitative and quantitative data.

The focus of this lesson study was to improve the way practitioners use guided reading to develop inference skills with a method of only looking at pictures, and the use of open questioning based on the Blooms taxonomy of questioning. We intended to measure the data in both a quantitative way (the number of times open questions/inferencing skills were used) and a qualitative way, where the level of inferencing was measured and how far the children could read into the pictures in response to the questions. The data we intended to collect in order to measure their development was:

- frequency of child talk/self-directed questioning
- how children answered the questions
- information gained from the semi-structured interview

We also measured the quality of questioning from the practitioner by noting frequency of higher order and lower order questions as directed by Bloom, cited from Fisher (2010), the time children were given to answer and the frequency an un-predicted direct line of questioning was followed following a child's reaction.

In order to collect this data, we audio recorded the conversation to later transcribe and then study. A limitation of this is that body language could not be measured, however we felt the use of a camera may be too imposing on the children and cause them to behave in an unnatural way. We anticipated that the children may behave differently in the presence of a stranger as warned by Greig (2015), so as not to hinder their input further, we chose audio recording over video. While the observer audio-recorded the lesson, her hands were free to note body language and key remarks.

The reflections of the teaching researcher were captured using an ARC model. Initial feelings followed by review of how the children learned and what would be changed for the following lesson were written immediately after the session. These thoughts were discussed with the observer in order to gain an overall account on how we felt the session went.

The non-participant observations were collected by taking notes about pupil body language during the observation and notes about the teacher's body language and behaviour. As we had audio recorded the session and then transcribed the session to destroy the recordings, it was important to have a written note of details that may be hard to understand from reading a transcription alone.

We chose our focus group using the two-stage cluster random sampling method. As the study was focusing on the higher attaining children in the class, the focus children were drawn from the pre-existing groups. We chose children from those whose parents had granted consent by pulling the names out of a bag. Of those six children, three were again chosen by the same method to engage in the interviewing process.

I considered Westcott and Littleton's (2005) warning that children may not be used to being questioned and listened to regarding their education, and the way we questioned the children following the lesson may potentially impact the level of their participation. The formal style of questioning this refers to is structured interviews where children can give an answer from a choice. Mukherji and Albon (2015) suggested semi-structured interviews would be appropriate for the age range we were basing this study on, therefore we planned our questioning by beginning with specific questioning such as 'did you enjoy the book' and moving onto more open questions.

Ethical considerations

During the planning of this research project, I reflected on the BERA Ethical Guidelines for Educational Research (2011), the UWTSD Research and Integrity code of practice (2017) and the Education Workforce Council conduct and practice for registrants with the education workforce council Code of practice. I filed an ethics form which was approved by the Ethics team at UWTSD.

The fundamental principles I have followed and adhered to within this research project are as follows (the bulleted information summarised is from the UWTSD Research and Integrity code and practice.)

- The research will do positive good and will do no harm to the participant or the researchers or any others.

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- The research will protect participants' interests and /or rights. I have considered the United Nations Convention on the Rights of the Child (UNCRC, 1989) and I have considered the contents and meaning of this document within my preparation and undertaking of the research.
- I have ensured informed consent and taken measures to ensure participants understand the purpose and involvement of the research by explaining in child-friendly terms and language. Consent letters from parents/guardians were returned.
- I have avoided any deception in this research and participants have opportunities to ask questions following the research where answers will be openly and honestly given.
- The participants had been informed of their right to withdraw from the research at any stage of the session.
- Ensure confidentiality. All names have been removed for children to remain anonymous and recordings of voices destroyed on completion of this assignment.

As detailed in my ethics form, I followed the guidelines of the below forms.

- British Educational Research Association Ethical Guidelines for Educational Research (2011)
- UWTSD Research ethics and integrity code of practice (2017)
- Education Workforce Council conduct and practice for registrants with the education workforce council Code of practice

Analysis of lessons and discussion of research findings in relation to related literature and research

Study 1

In both sessions we aimed to improve the children's inferencing skills. The lesson plan in the appendices details the plan however we discussed improvements in between the two sessions and noted improvements that could be made. The plan was devised in reflection in what we wanted to change and based on knowledge of literature about guided reading, cognitive and learning theory and lesson study design. The role of the teacher in the guided reading session was to guide and aid children's insight by providing 'cognitive conflict' (Hattie, 2012) through the use of good questioning.

In the first session, I was the teacher and my partner was the non-participating observer. The session was conducted in the classroom during a guided reading session. Other pupils in the class were set reading tasks by the class teacher and I led the group of six. During the session, other children in the class were mainly quiet with a little input from the class teacher keeping their noise levels down. The session lasted around half an hour. The children were sitting in twos

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around a table with 6 seats. I was sitting next in between two children in different pairs. Around 5 minutes into the session, I swapped seats with child 6 so that the 6 children could divide in to two groups of three to share the books.

The children were engaged. Knowing the children, I feel having an observer watching them impacted their behaviour. The children who were normally fairly 'quiet' were even more so aware of what they were saying and of their input. I noticed the children were often outgoing and extrovert were even more so in the presence of the observer. I feel characteristics were heightened by the presence of an observer which was something I had anticipated. My partner sat close to us on a stool and was making notes on her computer and on her notebook. The children were aware of her being there, and had been introduced, which may have impacted their levels of engagement.

The data:

We collected data from the transcripts. We categorised the questions into two groups of questioning that may impact cognitive development; lower order and higher order as described by Fisher (2010).

Level of questioning	Number of times asked	Responses with obvious findings	Responses with insight
Remembering (describe, find, define) Understanding (explain, infer) Applying (interpret)	21	17	13
Analysing (compare/contrast) Evaluating (judge, defend, critique) Creating (plan, devise)	19	10	25

The data above derived from the transcripts shows that insightful answers were more frequent in response to the higher order questioning (analysing/evaluating/creating). Children tended to give obvious responses to the lower order questioning which was predictable based on research by Bloom. Reflecting on the data, we decided to tackle problems (detailed below in limitations) for the next session to be able to be more efficient in asking the higher order questions. The self-generated questions from the children should be noted as to compare to the second lesson to see if with a greater focus on higher order questioning gave children more opportunity to ask questions of their own.

Questions asked by children (every question asked by a child to one another or teacher, answered or not is counted and no matter what level of questioning)	8
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Limitations

I had a bias view on zoos – personal feelings which are negative. I was not aware beforehand that I may have projected my views subconsciously onto the children, so this may have impacted the research. A personal target for myself following this is to stay ‘on the fence’ and allow children to find their own ideas and make their own views. I knew the Anthony Browne book ‘Zoo’ well and had preconceptions that the children would pick up the themes of the story (such as the animals being unhappy) which they didn’t. I now realise that I wasn’t open to their ideas as I had expected to. The children picked up on the obvious rather than the subliminal. As I go on to discuss, my questioning should have helped rather than hinder their inference skills.

Another limitation I found was that I was nervous about being observed and my voice recorded. I was a little nervous and apprehensive about being watched which unfortunately may have affected my teaching. I also wanted the children to get a lot out of the lesson, so I put a lot of pressure on myself. I had expectations which were not met and because I felt the session would go a different way, I was taken aback that it didn’t. We now know the type of responses that we may get so can anticipate how to follow a line of questioning based on the first lesson. I should have been more relaxed and accepting which may have made my questioning more efficient. On listening to the recording and reading the transcript, I can see there were occasions where I talked over the children and therefore didn’t pick up on their trails of ideas.

The children were happy to answer questions in the semi structured interview. We randomly selected three of the children to answer questions by pulling names out of a hat. We decided the observer should take control in asking the questions. Out of the children who were randomly selected, two of them were very quiet and had not been vocal with ideas throughout the session. Two of the three children who were most outspoken during the session were not randomly selected to volunteer ideas for the survey, I felt had these children been selected, we may have had more honest and structured feedback. For the next session, I felt we could allow the children to volunteer if they’d like to answer some questions. Some of the questions were leading, as they were closed. ‘Did this make you think more?’ had an answer which was pre-determined in the way it was asked. I spoke to my partner following the session and we agreed to be careful with our wording. An important question that we had agreed to ask about where we as a group held the session was not asked by my partner. I felt we missed an opportunity to gain some more insight here. I did not step in to ask the question as I didn’t want to bombard the children with two interviewers, however in hindsight, I regret my decision.

Listening back to the recording, I felt the way the children were asked to offer feedback was asked in a way which they were not comfortable answering. The children weren't used to giving feedback and might have been too polite to be negative. I reminded myself of Westcott and Littleton's (2005) warning about children who may not be used to being listened to making answers potentially unreliable.

We discussed the level of questioning of the first study, and after listening back to the recording, noted that there wasn't sufficient time between my asking of a question and allowing the children to answer it. When they did answer, I was leading them with a different question that didn't follow a direct line of questioning that would allow the children to develop their inferencing skills.

We decided that children would have a longer amount of time to openly discuss with each other initial thoughts about the book without teacher input.

The placement of where the observer sits may have an impact on the involvement of the children. We decided to modify our plan by changing where the observer would sit. We decided to change how we conducted the survey. The three children who volunteered to be part of the survey to stay and answer questions and the other children to go back to class as their presence may have impacted the responses of the surveyed children.

Lesson 2

In this session, my partner led and I observed. Despite not asking the children in the first session how they found learning in the classroom, we took the children to an unused classroom within the school to conduct the lesson. The room was not silent, as there was a lot of noise coming from the ceiling as the school has a playground above. The door was also open so there was noise coming from other areas of the school, but overall it was quieter than it would have been had we sat in the classroom with the other children. A limitation to taking the children to a separate room is that this may not be a change that is realistic in the long run. Many KS2 settings do not have a second adult present so a teacher may be unable to take a focus group away from the other children.

The children sat in a similar set up to the first session. Three pairs. When split into two groups of three, the threes sat close together. One child stood the whole time as he was eager to contribute. I sat on a separate table close enough to hear and take notes.

My partner was confident and easy going with the children. They clearly felt at ease with her and were keen to impress her. The children had some interest in me. They asked who I was and frequently looked at me throughout the session. The children were clearly engaged as they lean forward coming off their chairs. All children were engaged and excited to contribute. The children occasionally gazed over to me.

Children benefited from having a longer uninterrupted time discussing the pictures with one another. I could see they had good insight and allowed ideas to develop and bounce from one another.

Children achieved their goals from the help of direct and pointed questioning. We followed on from the first session by deciding each statement/answer a child gave was to be followed up with 'What makes you think that?' or 'How do you know?'. The children were given a good amount of time to discuss among themselves what they inferred from the pictures. Although my partner and I gave the same example of how to infer, the children in the second study seemed to have a better talk about the images where they read between the lines more often than stating the obvious.

There was still a degree of leading questions in this session. My partner was leapt upon as the children clearly wanted to impress her. My partner was very focused following a line of enquiry and encouraging the children to explain their thinking. There was an occasion however where she said 'how do you know?' to something they had already explained within a context. I feel this may have potentially alienated the child as consistently being asked to prove something may lead the child to believe his or her word is not enough. There may be a line between being so focused as a teacher on asking good questions that many different questions are continuously fired and continuously asking 'how do you know?' or repeating the same question many times with different wordings. Both types of questioning may distract the teacher from listening to what is being said. Answers need to be listened to and new questions developed from these answers. Hattie (2012) suggests that as well as good subject knowledge and good pedagogical knowledge, experience allows teachers to become expert and these may allow teaching to become automatic and allow the teacher to focus on listening and developing a child's understanding. My partner and I are student teachers who have not fully developed our questioning skills aside from twelve weeks on placement. If we joined and conducted the survey again after one, five, ten or more years of experience our results may be very different because of the skills we as educators would have developed.

When surveyed, the children were outspoken and keen to have input. They were visibly leaning forward and wanted to talk to me. The children all felt learning outside the classroom in another room was beneficial as they were taken away from other work and it was quieter. The children found the questions we asked hard to answer during the survey. When asked what they could change for the next session, they asked for more interesting questions.

The data

Level of questioning	Number of times asked	Responses with obvious findings	Responses with insight
Remembering (describe, find, define)	23	16	12

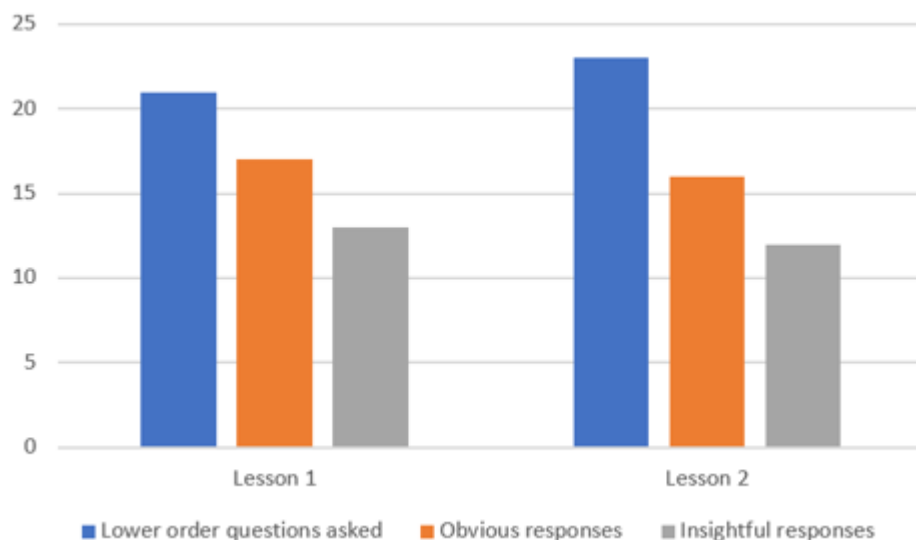
Understanding (explain, infer) Applying (interpret)			
Analysing (compare/contrast) Evaluating (judge, defend, critique) Creating (plan, devise)	34	17	41

As predicted based on the data from first lesson study, frequently asking higher order questions led to a more insightful response overall from the children.

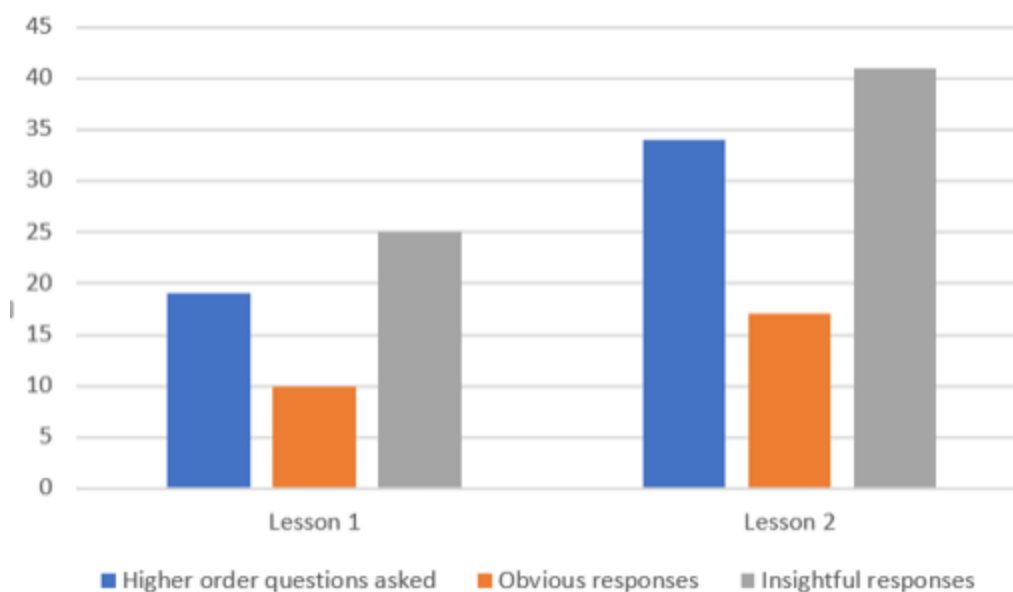
Lesson 1 and lesson 2 data comparison

Level of questioning	Number of times asked		Responses with obvious findings		Responses with insight	
	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2
Remembering (describe, find, define) Understanding (explain, infer) Applying (interpret)	21	23	17	16	13	12
Analysing (compare/contrast) Evaluating (judge, defend, critique) Creating (plan, devise)	19	34	10	17	25	41

Graph showing amount of obvious and insightful responses given when asked lower order questions.



Graph showing amount of obvious and insightful responses given when asked higher order questions.



It's clear from the data that in both lessons higher order questioning promoted a more insightful response, although there was a level of obvious answers to the higher order questioning. It should be noted that insightful response may have been developed from children pointing out obvious clues in the images leading them to come to an insightful conclusion. Barnes (1975) in UWTSD (2017) suggests that 'learning floats on a sea of talk' so the obvious responses made in discussion do play a significant role in the children's learning.

In both sessions the children had picked up the obvious such as picking out animals and people. They inferred that this was a family with a mum, a dad and two children. They mentioned the animals and decided it was a zoo or a pet shop. In both sessions the children expressed feelings 'happy...annoyed...bored...creepy...angry...lonely'. In reflection of my literature review we could anticipate that when children are given time to discuss and have exploratory talk, they can build from what they already know and develop this by extending their knowledge from the input of others. The learning theory that supports this is social constructivism. Longer time spent discussing uninterrupted by the teacher

was beneficial for the children as they had more opportunity to build confidence and learn from each other's ideas before discussing with the teacher. For my class in the future, I will be aware that exploratory talk is something that I should plan into my lessons and be more consciously aware of.

Conclusion

Looking back at the way we collected data, I feel that we could have improved our methods. Audio-recording the lesson and the questions at the end was overall beneficial to our research. I feel the note taking was advantageous as we could note down 'seen behaviours' (Greig, 2015, p. 437) alongside audio recording voices as not to miss anything for transcribing later. The transcribing allowed for qualitative data however this was very time consuming to transcribe which was a challenge. If we had used the Leuven scale of involvement, I feel we could have gauged how much each child immersed themselves in the learning which would have been beneficial for our data. The transcript was very useful as I could print out and highlight aspects of quantitative data I wanted to collect such as types of answers from the children.

In retrospect, the research should be a focus on NQTs or student teachers developing practice. As mentioned earlier, our results and questioning strategies may be far more comprehensive as our experience develops, so our standards would be higher. We are very aware of measures we need to take and our intentions. Mistakes may be overlooked and unnoticed by ourselves. With experience, our mistakes may become obvious and immediately amendable and our intentions may become second nature, allowing us as educators and researchers to fully immerse ourselves in lesson study and improvements to good practice. The research has real benefit to the researchers involved. Based on the reflections of my partner and I, our pupils that we will teach in the future may see the benefit as we can learn from this. The other individuals who may benefit from this research may be those who teach student teachers as they can access real and honest reflections of students who are inexperienced and anticipate how to guide future students based on this research.

If I were to conduct this research again, I would do so with a class I was immersed with rather than visiting as a one-off. I feel like this would make the lesson 'normal' for the class and they would behave and interact in a more natural way. It was clear they were on 'best behaviours' from the moment our session started which may have influenced them to be more polite in their responses than we would have liked as they may have been too polite to be honest about anything they found negative.

The questions asked during the survey were worded in a way that may have been inaccessible to children. If I were to conduct the research again I would consider my questions and ensure they were child-friendly by seeking advice from experienced teachers who worked with the age group concerned.

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Images of books sourced from google images

Appendices

Lesson 1

Guided Reading Session: School A
Date: 27/03/2018
Duration: 27 minutes and 29 seconds

RG: Basically we are going to do a guided reading session with you. We are going to be doing a guided reading session with you, and then we are going to ask a couple of you, again a random selection, how you found the learning.

Child 4: How we found what?

RG: The learning that took place. [Research read out the assent form and asked the children to tick and "sign" their initials] 2 minutes and something seconds – 24:

RG: Ok, in the book it says, I have two books so you will have to go into threes. Do you want to choose your threes? It's only because we have 2 and there's 6 of you. Before you open the book does anyone know what inferring means?

Child 4: No.

RG: Any ideas at all what it means?

Child 3: Inferring?

RG: Inferring.

Child 3: Umm putting something in something?

RG: Putting something in something? Umm for an example (inferring) is about saying what you see by looking at something, what you can gain from looking at something. So look at my face...

Child 3: Happy

RG: She's got it, she's inferred that I'm happy ok.

Child 4: Ohhhh.

RG: So now...

All children: Sad.

RG: See you have already got good inferring skills. We are going to look at this book and talk about things that will develop our inference skills. So have a little look, and have a look next to me here. We are going to spend 5 minutes – until 10 past and look silently at the pictures. Yeah we have covered up the words.

Child 2: Have you covered up everything?

Children

RG: Just go through and look at all the pictures, that's pretty much the whole book - have a good look.

Child 6: We can't see their faces.

Child 1 and 2: They're happy..

RG: It's not all about the facial expressions.

Children: Inaudibly discuss the images with each other - 1 minute.

RG: Why do you think they look bored? Because they're just standing there?

Child 3: Because they are fighting.

Children: Continue to inaudibly discuss the images – 30 seconds

RG: Right you can stop there. She looks annoyed?

Child 3: She looks sad.

RG: You think they're all sad?

Child 4: Yeah they look sad.

RG: Ok, stop there. So what are your initial thoughts. We need to here all of your voices so I'll start with you sweetie.

Child 6: He's angry.

RG: You think he's angry. Why do you think that?

Child 6: Because he's got horns.

RG: He's got horns? The horns are made by the clouds. What do you think?

Child 1: Um I think he's angry.

RG: You think he's angry?

Child 1: Yeah he kind of looks angry.

RG: Yeah let **** have a go. Have you got anything else you'd liked to talk about in this book. You ca choose a different page.

Child 3: That one, I think he's angry.

RG: You think he's angry?

Child 3: Yeah either angry or sad.

RG: Angry or sad.

Child 2: I think he's crying.

Child 3: I think he's happy like really really happy, like he's laughing

Child 4: Oh yeah

Child 1: Yeah yeah.

RG: So this page is almost at the end of the book. Has something happened that could have made him feel like that?

Children discuss inaudibly.

Child 4: Maybe..

RG: Because the boys are?

Child 5: Wrestling.

RG: Wrestling. You said you think he's angry?

Child 3: No, no I don't think they are. Look they're like twisting their foot so their like stuck together.

Child 4: Play fighting.

RG: Is there anything that you can think of?

Child 4: He's like angry. **** hasn't said anything.

RG: ****?

Child 2: Um on here I think he's like the dad and they're like they're bored and they're doing that.

RG: What are they looking at?

Child 4: Tigers

Child 2: Yeah tigers.

RG: How do you know they are looking at tigers?

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Child 3: Because there is a picture of a tiger there.

Child 4: But there's a fence there and a barrier.

RG: You know when you're looking through the book ****, how do you know what they are looking at? So what do you think?

Child 3: They're looking at the giraffes, because look at that fence.

Child 4: But you wouldn't be looking down a giraffe

RG: Because they're tall? So ***** What do you think?

Child 1: Maybe it's looking at one of the boys.

Child 6: It's looking at one of the sides.

RG: Maybe give me your initial thoughts sweetie.

Child 1: Ok (hesitates)

RG: What do you think about this one?

Child 1: I think the traffic is angry and that man is angry.

RG: So he's getting a bit frustrated, that one is...

Child 3: He's poking his tongue out and getting a bit frustrated.

RG: What do you think my lovely? What does he look like?

Child 5: He looks tired.

RG: Where are they going? Where are they?

Child 2: They are going to the –

Child 3 (interrupting): They're going on a ferry.

RG: What was that you had it – gestures to child 2.

Child 2: They are going to the zoo.

RG: Have a think about it. What does he look like?

Child 3: A monkey!

Does he look a bit like a monkey or a gorilla and he's delivering bananas.

Child 3: Aw yeah he must be going to the zoo because he's delivering bananas.

Child 4: Yeah but look but everyone is different because he looks like an eagle, he looks like cow.

RG: So you are inferring that these people look like animals. That's interesting.

Child 3: He looks like a pig.

RG: there's a pig yeah and he's got... It's almost quarter past now and we are all going to focus on one question. You all have a pencil there, I want you to put your pencil on the question you want us to focus on today – Put your pencil on the questions. I can read them out if you like.

Child 4: Yeah read them out.

RG: What could have happened up this page? That's the last but one page What's different and what's the same?

What could the woman be thinking and what would she say to the others? The page we are going to be talking about is this one – gestures. So thinking about the questions which one do you want us to talk about?

Children vote

RG: So you all think this one yeah? Ok if we do this one first then if we have a bit of time we'll look at the others ok?

RG: Right we do this one first and then if there's a bit of time, we'll do that one yeah? Ok, lovely. What's different and what's the same? Looking at these 4 people ****, what's different, what's the same? What have they got in common? They have gotten hats on.

Child 5: They do.

Child 3: He's fat and they're all skinny.

RG: That's different isn't it. What's the same about all of them?

Child 4: They're all wearing jeans.

RG: Do you think? What do you think they're relationship could be?

All children: Family

RG: Family? Now it hasn't said family anywhere because we have covered up the words so how do you know they're family?

Child 3: Because...

Child 4: interrupting - Because the colour of the hair

Child 5: because they've been going...

Child 2: because of the colour of the hair, they have all got brown hair.

RG: She could be the couldn't she. How do you know she's not the nanny?

Child 4: She looks quite young though.

RG: She does look quite young. So thinking about what's different, what's different about her?

Child 3: She's the only girl.

Child 4: She's got a fringe.

Child 2: She's angry.

Child 5: she's the only girl.

RG: She's the only girl, she's got a fringe. What about her face?

Child 3: She's a bit like [makes facial expression]

RG: She looks a bit glum, you're making glum expression there. Would you say a bit sad?

Children agree.

Child 1: She looks like she could never be happy.

RG: Why do you think she could be sad and the rest of the family are happy?

Child 2: Maybe someone in her family died and she's just sad.

RG: Why do you think she's sad?

Child 4: Maybe she has a secret that no one else knows about

Child 6: Maybe she doesn't want to go to the zoo.

RG: Oh you've come up with a good one right. Maybe she doesn't want to go to the zoo. Let's have a look at the book right and look at the woman and see what the story of the woman is.

Child 1: She keeps standing right far back so maybe she's afraid of animals.

RG: Let's focus on her, she's saying something there but we don't know what it is. It doesn't really focus on her. She's not in many of the pictures It's all about the males. We decided they might be fighting. And you thought she was crying. And you said his face was angry but it's a bit - makes a happy face – to me I personally think he's laughing.

Child 3: Me too.

Child 6: I think he's laughing.

RG: There's penguins opposite how do they feel? Look at the tiny bit of water they've got.

Child 2: Its so mean.

RG: What do they look like, these two boys? Who said Monkeys – do they look like monkeys?

RG: Look at this picture. How does she feel now? What's she doing with her mouth?

Child 2: She looks happy

Child 4: I don't think she looks happy

RG: You think she looks happy? But **** said she looks annoyed. So she's smiling... so we could infer that she's happy, but you've taken it that she looks annoyed – yeah, maybe exasperated would be the word.

Child 4: When I'm bored I look like this.

RG Look at this picture. They're looking at the – that's an orangutan.

Child 4: I thought that was a sloth.

RG: Have you ever seen an orangutan in a zoo?

Child 3: He looks sad

Child 1: Oh look at that baby.

RG: Yeah, he does look sad.

Child 2: That baby has sunglasses on

RG: Oh yeah, he does have sunglasses on.

Child 1: Look at the dad!

RG: You said look at the dad. How do you know that's his dad?

Child 1: Because they look exactly the same

Child 4: Because he's got sunglasses on

RG: Ah, interesting!

Child 6: And he's right by the pram

RG: Yeah

Child 5: That one on the end looks like a lion

RG: This one looks like a lion?

Child 1: Why has he got sunglasses on?

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RG: Why has the illustrator made them all look like animals?

Child 3: Because they're at the zoo.

RG: Because they're at the zoo..

Child 4: He looks like a monkey!

RG: So you've decided that they are a family, thinking about families, what animals would the family be?

Child 6: They're monkeys.

Child 4: I think that's the dad from Harry Potter.

RG: Ah, there was a picture of him doing something, wasn't there?

Child 2: Yeah

RG: Was he beating his chest?

Child 4: Yeah

C3: A baboon!

Child 6: A gorilla!

RG: You think he might be a gorilla? Now – look at her and her face, and how they are behaving

Child 5: He is a gorilla!!

RG: **** Tell me, how have the children been behaving at their day at the zoo?

Child 1: Like -

RG: - How's he been behaving, banging the glass, beating his chest, laughing at the animals.

Child 1: Like a gorilla.

RG: Do you know what the word obnoxious means?

Child 4: It's like she's the only human.

RG: How does she feel? Look at her face?

Child 3: She's probably sad she's the only one who's actually different.

Child 4: She's the only girl.

RG: How does she feel about the zoo?

Child 3: I don't think she likes it.

RG: I don't think she likes it.

Child 2: Maybe whenever they go to the zoo they act differently and she gets embarrassed.

RG: I think if we looked through this book again and focussed on the animals we might, well if we didn't look at this page at all [indicate the left page] we might notice something else.

Child 2: The gorilla!! And he's doing that! [beats on chest]

Child 3: Look if you focus on his eyes he sort of looks human.

RG: That leads us onto this question. What could the woman be thinking? Have a little think. Ten seconds to have a think.

RG: Tell your friend, what do you think she could be thinking.

Child 1: Are they going to do anything? Like running into the enclosure. Are they going to do it again, are they going to smash the glass.

Child 6: She might be embarrassed.

RG: Embarrassed!

Child 3: They might be going in and like, fighting

RG: Yeah! What do you think.

Child 6: She could be embarrassed because um, they are all behaving badly in front of loads of um..

RG: They are, aren't they!

Child 4: He looks like a monkey!

Child 3: A monkey

Child 4: They look like monkeys

RG: I want you to turn to the last page of your book now ok. The very last picture.

Child 4: He's in the zoo!

RG: What would happen if the family was in the zoo?

Child 3: He's in the cage

Child 2: There's a shadow

RG: How would you feel if you were in the cage? Being looked at and tapped at.

Child 1: Lonely and sad

Child 4: But maybe he has a brother in there because he's a monkey too!

RG: Maybe. What do you think the message is? What do you think the author might be trying to say?

Child 2: Don't be naughty?

RG: I'm going to ask *** because you've been keeping quiet and I think you've been thinking! Looking at this picture and thinking about all the animals. We are inferring what the animals might be thinking and feeling. Look at this dirty water. Small spaces, bars everywhere.

Child 3: Ohh he's hiding!

Child 5: It's a bad place to live

RG: A bad place to live. Do you think the author thinks it's nice for the animals to be in the zoo?

Child 5 [shakes head]

Child 4: Can we look at the words after?

Child 3: What happened to the animal that was in there?

RG: I'll tell you what, I'll read this book to the class.

Child 3: Are we finished now?

Interviews

RG: Right, now, so Miss Williams is going to ask you some questions about the learning. [summarises the session]

There's three to ask, if you pick three names from these without looking so it's random. [To AW]

AW: Picks names. So, did you enjoy the book? Did you enjoy?

Child 6: They should belong in a zoo...

AW: Who?

Child 6: All the people. They've got different feet and some have horns.

Child 3: People who are animals go to see the real animals who are in the zoo. They are in cages and I think they should be the ones who are in the cages. They are basically animals and they, it's like it's not fair for the animals who are actually in the cages.

AW: Did it make you feel happy or sad?

Child 3: Like I felt sorry for them. I felt sorry for the animals in the cages.

AW: Which was your favourite part?

Child 5: The traffic jam?

AW: Which was yours?

Child 1: I don't know.

Child 4: Probably the end bit

AW: When the boy was in the cage? Why was that bit your favourite?

Child 4: You could see that it's not just the animals that were in there.

AW: Why was it your favourite?

Child 5: Because the man was shouting and the boy had his tongue out.

AW: Think about the questions that Miss Grostate asked you, was there any question that you wanted to have more time to answer? Or any questions you needed more help to answer?

Children hesitate

RG: If you think of anything negative to say, you can absolutely say it!

Children shrug

AW: How do you feel the way we read this book relates to reading another book or something else you do in your lessons?

Child 1: We do guided reading like we do now.

AW: Like this? This is how you do guided reading? Do you only look at pictures or so you look at words too?

Child 4: We look at the words.

AW: So the words help you to tell you what's going on, yeah?

RG: Was it hard or easier?

Child 4: Some ways it was easier?

AW: Was it harder in some ways because you didn't know how they were feeling because you didn't have the words?

Children nod

AW: So, if we came back and did this session again, what would you like to do differently?

Child 4: Only look at words and not pictures.

Child 5: We could make our own pictures!

AW: You'd rather have just the words so you can think of pictures yourself.
AW and RG thank children. Session ends.

Lesson 2

Children are leaning forward coming off their chairs. All engaged and excited to contribute. Children occasionally gaze over to me (observing from another table). Children smiling and excited

AW: We're going to be using our inferring skills. Does anyone know what inferring means?

C1: Umm, it means if you look at the picture, um, like, if it was a dog you can tell from the picture that it has four feet

AW: Good. So, we did inferring skills when I was still here, do you remember? We read that book ****

All: Ohh yeahhh

AW: We used our inferring skills then, so when we use our inferring skills, what you do is, we look at a picture and we make assumptions, we make sensible guesses based on what we see. Yeah?

C1: The faces look creepy, especially the dad.

AW: Creepy! Ok!

[Hands out books, organises children into two groups]

AW: Now before you open the book, I want you to look up to page 20. I'm going to give you 5-10 minutes to look at all the pages – lots of pages – up to the page with the gorilla on and think about what you can infer – what can you infer from the pictures.

Group Chat (voices heard in the children's self-led discussion)

You've covered to the words, so we can infer.

Family, it's a family

the dad, the mum, the children

Someone bumped into his car

There's a monster.

This is a random room.

This is where the elephants are!!

The elephants are lonely

This is hard

It's a pet shop

Look how long the tiger is

Is he a monkey or something?

Animal zoo – animal zoo.

There's a beard on his tummy

That's so dirty

They are fighting

Where do you think this is, what do you think this is?

Maybe he's turned into a cloud-man

He's so creepy

We have to think. What's he doing?

Look, he's got the horns!

Yes that's what I was thinking

He's SOOO creepy.

He's in the sky and angry.

That's just a cloud shape.

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AW: Ok and stop. Have you all had a chance to look through

All: No, yes, a bit.

AW: Who wants to share with us what they initially think about the book. Initial feelings? ***

C1: Uhm ummm that they are at the zoo?

AW: What makes you think that they are at the zoo? How do you know?

C1: Because it says here. [indicates to title page]

AW: It doesn't say at the zoo. What does it say?

All: Zoo

AW: So what else is in the book that makes you think they are at the zoo?

C2: Animals? Lots of animals.

C1: Almost all of the animals are caged?

AW: What does that make you think about the animals? They are all in a cage, what does that make you think?

C1: That they are kept safe.

AW: They could be kept safe, yeah.

C1: They are not in the wild.

AW: They are not in the wild, yep, so they are kept safely.

C1: And, I know on one page it says - there's a sign that says toilet and the elephant.

C4: What are they doing?

AW: The toilet and the elephant?

C1: Yeah. There's a sign.

C5: There's a toilet here - um

AW SO that makes you think it's a zoo because there's a sign for a toilet?

All: laughter

C1: Because in wild places they don't have toilets.

AW: Very true.

C3: Because they have – and it says that way?

AW: Ok, who else wants to share their initial thoughts?

ALL: children mutter about the house and talk about the penguins

C2: Oh – OH that the penguins are swimming in the swimming pool!

C2: It's a swimming pool

AW: Why do you think it's a swimming pool

C1: There's walls around it and its deep.

C5: He's got happy tears.

C1: He's laughing

C6: He's laughing at the penguins.

AW: Look at the page with the gorilla. What can you infer?

C1: He's ginormous

AW: Why do you think he's ginormous?

C1: his face is the size of a window.

C5: The scared the family away.

AW: You think they scared the family? Why do you think they are scared?

C4: He's scared the family because he's so big. Maybe they thought he was going to catch him.

C6: Or maybe because the gorilla looked at these uh these hats. The gorilla looked at their monkey hats and he might have thought they might be friends.

AW: What makes you think that, why do you think are they friends?

C4: Because they are similar

All children: look similar

AW: Ahh look similar!

C4: And he thinks they might just be different colours

AW: When you look at this picture of the gorilla, what does it make you feel?

All children: Angry - happy – scared - happy

AW: Why does it make you feel angry ***?

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C1: Its staring right into her eyes like a demon. (all children say 'yeeahh')

AW: How does it make you feel happy ***

C1: I'm happy because I get to see a gorilla

AW: Do you like gorillas? Oh ok.

C1: Not if he eats my chicken in a box?

AW: Why would a gorilla eat chicken in a box?

All children laugh

C1: He's got a big mouth to fit them in

AW: Fair enough.

Inaudible.

Choose questions:

AW: So, I'm going to lay these questions out, I want you to decide which one we are going to focus one.

AW reads out questions and children vote.

AW: Think about...tough your brain...Think for 30 seconds. What could the woman be thinking? Look at this page.

What do you think she could be thinking about? Think for 30 seconds. What would she say to the others? What could she be thinking?...15 seconds... activate your brain... Ok, who wants to share first?

C2: She's thinking about the gorilla

AW: what could she be thinking?

Child 2 very hesitant. AW encourages.

C2: (very quietly) She is thinking it might eat her.

AW: Child 4 – what do you think?

C4: I think that umm... She thinks this is not a good idea.

AW: What makes you think that? What makes you think it's not a good idea?

C4: because the gorilla looks angry.

AW: He looks angry?

C1: Well, he's not smiling.

AW: Do gorillas smile?

C1: No. I said no.

AW: Oh. ** what do you think? What do you think she's thinking about?

C3: I think she's thinking about if all of these boys put their hand out and give the gorilla food it will bite his hand off.

AW do you think he would do that, do you think they will put their hands in the cage?

All children: No.. Ooh oh ... Yes

AW: Because they are behind the barrier aren't they – do you think they would put their hands over it

All: Yes

AW:- Why?

C1: Um. Because. See. Look at the picture, they're hands already over the edge – the gorilla might pull- drag them in

AW: Ok thinking about what's she's thinking, what do you think she might say to them = to the other people there.

Who hasn't spoken *** you haven't said much today. What do you think?

C5: I think shed tell them it's not a good idea.

AW: Why do you think shed say that, what makes you think she'd say that?

C5 – Because He looks hungry.

AW: He looks hungry – what makes you think he looks hungry?

C5: He looks hungry.

AW: Ah he looks hungry - *** what do you think she's going to say?

C4: ...catch them

AW: You think the gorillas going to catch them? Oh my goodness, what makes you think he's going to do that?

C4: Look at his face.

AW: That's really good response boys and girls. I want to ask you. Look at this picture – o you know what this animal is?

ALL: its very hairy...ape...

AW: It's an orangutan

C1: They are nearly extinct.

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AW: What do you think the orangutan is feeling. How do you think he feels?

All: Sad.

AW: What makes you think he feels sad?

C1: Because he is lonely and

AW: Because he's lonely?

C1: And everyone's taking photos of him

C3: And they are laughing at him

AW: ***?

C2: He might be shy.

AW: You think he might be shy? Why do you think he might be shy?

C5: Shy, because he's not used to seeing big...things like that.

AW: Why do you think he might be shy, if you look at him, why do you think he might be shy?

C2: He's got his back to them.

AW: Because he's got his back to them. Oh wow!

C1: he is angry because they are making faces.

AW: You think he's angry at them?

C1: Because they are making faces at him.

AW: that's a really good idea.

Focus on animals or people.

All Children: Animals

AW: Look at the pictures of the animals for 1 minute and then I'm going to ask you some questions about them.

C3: That.. This lady over here is, is like a cat because she got these ears over here.

C1: (interrupting) this one's a dog...

AW: So you think these people look like...what do these people look like?

All Children: Animals

AW: You think these look like animals. What makes you think they look like animals then?

C1: Cos of their mouths and facial features. Monkey monkey monkey toddler.

AW: Now have a look at the actual animal pictures. Who wants to share something they have noticed about any of the animals? Instead of just saying what you see, why don't you tell me something...

C1: (Interrupting) Interesting?

AW: Yeah something interesting. Using your inference skills and tell me something I might not have noticed at first.

You told me from the orangutan photo that you thought he was sad, you thought he was lonely. But it doesn't tell me in the photo he's sad or lonely. You have inferred that. So, now I want you to look at the other animal pictures and tell me something you have noticed, something you have inferred.

C1: All of them or most of them are dangerous because they need lots of space.

AW: What makes you think they are dangerous?

C1: Um cos they have bars around them so they can't escape.

AW: You think they have bars around them so they can't escape.. That's really interesting ****. Has the book told me these animals are dangerous and need to be locked in?

All Children: No.

AW: So, **** has just inferred that from the picture. Who else wants to infer something for me? ****?

C6: I think the polar bear is trying to escape because all the ice is breaking.

AW: Why do you think he wants to escape?

C6: He wants to escape, he's trying to escape because the ice is broken.

AW: How might the ice be broken?

C6: Um.

C1: Because of the temperature.

C6: Because of the sun.

AW: You think he is trying to escape so, what else could have done that to the ice?

C1: His claws

C5: The weight of the cage.

AW: You think the cage weighed the ice down? That's really interesting that is. So, I have 1 more question for you. Look at the picture of all these people. What is the same and what is different about these people? What do you notice?

C1: What do you mean?

AW: So, look at all of these people, what do you notice is the same about them and what is different.

C4: They are all human beings.

AW: They are yes, what else do you notice? ****?

C1: The little boys are always happy.

AW: Good, what about you ****?

C2: The little boys have monkey hats on.

AW: What about something the same about them, what is the same? *** Do you notice something the same?

C3: Um that um, that one of them is wearing different clothes.

AW: They are all wearing different clothes. But what's similar about them? What Makes them look the same... ****?

C6: Um...

C1: I notice something different about them.

AW: ****?

C1: Can I say something different?

AW: Yes.

C1: That the lady has emotions.

AW: She has different emotions. What makes you think that?

C1: She looks sad in this one...

C6: (interrupting) she looks worried.

C1: (continuing) she's sad in this one and then she's happy in this one.

AW: What makes you think she could be worried?

C6: Cos she could be scared that the animals could come out of their cages.

AW: Oh maybe.

C3: That the two boys are like wearing the same hats they got the same kind of face but different clothes.

AW: So, who do you think they could be to each other?

C3: Twins.

C6: Brothers.

C5: I think they're twins.

AW: Why do you think they are twins?

C6: They do everything the same.

C3: And they look the same.

C1: But they aren't the same because the one in green is taller than the one in blue.

AW: Is he taller? Oh I didn't even see that. So you don't think they're twins?

C1: I still think they're twins I just think one is taller than the other.

AW: So you don't think they are identical?

C1: I still think they're identical but the age and the height... is different.

AW: Does anyone else want to say anything about the book? Anything else you are dying to tell me or you might explode?

C6: I think that's the mum and dad, are sad and angry and the children are always happy.

AW: The children are always happy.

C6: Yeah and the Mum and Dad are angry.

AW: Why do you think they are angry?

C6: Because they don't like the children.

AW: Because they don't like the children? *laughs*

C6: No because they don't like the children going near the bars.

AW: What makes you think she's angry at the children going near the bars?

C6: Cos um the animals might harm them.

AW: Maybe. Yes *****.

C1: Um the Gorilla might be strong enough to bend the bars and jump out.

AW: Oooo what makes you think that?

Rhiannon Grostate 0850958: The enquiring teacher

C1: Because Gorillas have incredible strength.

C3: Yeah they do.

AW: How do you know that? What makes you think that? You just know that?

All Children remain silent.

AW: Ok, so look at this Gorilla, does he look happy?

All Children: No..

C1: Grumpy, like gumpy cat.

AW: If you turn over to the next page. What does that page make you feel with the little boy?

C5: Sad.

AW: Why does that make you feel sad?

C1: Because he's in prison.

AW: Why do you think he's in prison?

C3: Because of the shadow of the shadow lines of the bars.

C1: Because he's being a little monkey boy.

C4: I think he was just sitting against the wall.

C1: I think he's sad because he's locked in.

C3: I think he's stuck in the animals cage.

AW: Why do you think he's stuck in the animals cage?

C3: Because he's stuck in the animal bars.

C1: they swapped places... He dragged him in.

RG: You think the Gorilla dragged him in?

Interviews

RG: Did you enjoy the book?

All Children: Yes.

RG: OK, thinking about the book, overall, did it make you feel happy or sad?

Children talk over each other: Happy and sad.

RG: In the middle, ooo, can anyone think of why?

C1: I felt weird because of their faces, in part of 1 of the book one of the little boys faces is bleeding and roughed up
flicks through book here.

RG: Hmmm yeah,

AW: Why do you think he's bleeding? Have they been fighting?

RG: What was your favourite part of the book?

Child 3: My favourite part was the end of the book.

RG: Really why? Do you mean the shadows of the bars and the little boys?

C3: Um yeah because

C1: Because he's annoying

C3: Because it looks like um...

RG: Do you have a question about it?

AW: Don't be afraid to say what you think guys.

RG: How do you feel about where we are sitting? We could have done this in the classroom with everyone else? We could have done this in the corridor? How do you feel about this session in here with me and Miss Williams?

C1: Happy because we don't have to do any writing.

AW: Is better in here or better in the classroom?

All Children: In here.

C5: it's like silent in here.

AW: Its pretty loud in the classroom.

C6: when everyone was talking you can't concentrate on what you were doing.

RG: Think back to the questions you were asked during the session, what did you think about them?

All Children: We all forgot what they were.

RG: Think about these questions you have been asked throughout. The session we are doing is designed to help children learn better. Is there anything we can do to make this session better for other children in the future?

C1: Make the questions more interesting.

Rhiannon Grostate 0850958: The enquiring teacher

RG: If you wanted to ask a question to other children about this book what would you ask?

C1: How many different moods are there? So they would have to pay special attention.

AW: That's an excellent question *****.

C6: What is the book about?

RG: That's a good one because we haven't told you what the book is about. We covered up all the words so you have to make assumptions on it haven't you.

C1: What is an assumption?

RG: An assumption is where you make a guess about something. Like you could assume I am a teacher because I am here with Miss William and you would be right.

C1: I still don't get it.

AW: Well *****, you told me that the Gorilla is grumpy, now it doesn't say he is grumpt in the book does it?

C1: No.

AW: So you have assumed, you have inferred that he is grumpy based on what you saw in the book

RG: How do you think this session relates to your every day learning? I am not going to give you any clues about how to answer that ok. How does it related to what you do in the classroom. When you're reading other books.

All children: (mumming) Um... I... Um...

RG: Looking at your faces I am guessing this is a tough question to answer.

All children: Yeah it is.

AW: In Guided Reading with SO and LK do the words make it easier or harder? If I uncovered the words in this book would it make it easier or harder to answer my questions?

All Children; Easier

AW: So because I have asked you to infer, if the words were there then you would know exactly what was going on and who the characters were.

C1: Obviously.

AW: So when we say how does it relate to your everyday learning, we mean do you use inference skills in your everyday learning?

All children; Sometimes.

C1: Only if we are using a picture book.

AW: OK, so you sometimes use them. What sort of session is that. Is it a guided reading session, or maths or geography?

C1: I don't know which session.

C3: Or me.

C2: Neither do I.

RG: That is a difficult question.

C1: Obviously we are going to be in a reading session.

C4: In Guided reading sessions.

RG: So do you think that if you picked up a reading book and flicked through the pictures, do you think you can get the jist of the book?

All Children agree

C1: Sometimes I do that with my reading book at home.

RG: Imagine if you went to a library on holiday where you didn't speak the language do you think it would work there?

All children murmur in agreement

RG: If we did this session again with you what would you change about it?

Child 4: Nothing.

C1: Use a different book because the faces in this book are creepy.

RG: They're creepy?

C1: Do like a book with animated characters.

AW and RG Thank the children for participating.

