

Pupil Profile

Pupil A



Since
January

Monday
30th

2012 I have observed pupil A. He is a very happy and talkative little boy. He enjoys joining in with class discussion and presenting his views, opinions and ideas to all staff and children. He enjoys playing in the water area and small world area. He normally plays with boys during free choice play. Jack finds it difficult to share and gets upset if he is asked to share a toy or to take turns. During my time with pupil A, I have tried to focus many games and activities on sharing as he needs to practise and realise that it is very important to share.

During the first two weeks I assessed pupil A's reading skills. We read 'Fancy Dress' from the series Oxford Reading Tree which is the school's reading book scheme. During the assessment pupil A became frustrated when he was unable to read the letters. He struggled with the letters 'w,a,u,p,g,l,d,h.' An example of one of the pages of the story can be seen to the right.

Pupil A confuses p, b, and d which many children in the class also do. He also confused n and h during the assessment. He didn't read any of the words in full without sounding out the letters first. He was only able to read the 'key words' for example, and, Kipper, Biff, it, and to.



During this time I also assessed pupil A's number skills. He was able to recognise numbers one to ten, and was able to count up to twenty nine in the correct order.

Pupil A has only recently been able to write his name. Previously he was using his name card to copy his name or using the technique over-write. This is mostly due to his poor pencil control and pressure. At the beginning of the school year (September 2011) pupil A was using the technique over-write for all letters and numbers, however he has progressed to forming them himself, however when he writes his name at the moment he is writing the 'j' and 'k' backwards. This is something for him to work on in order to progress to writing his name properly, writing all of the letters correctly.

When using scissors pupil A isn't very confident, however he will try. He needs more practise in order to progress with this skill.

Pupil A has a stutter when he speaks and can become upset if he cannot say what he is trying to. He receives some extra sessions with a speech and language therapist to correct this.

Mathematical Development

Throughout my time teaching pupil A, I feel he has progressed with his learning. During Mathematical Development activities he has measured the rocket he made using different objects which he was able to complete. He ordered his daily routine correctly, separating his routine in the morning, day and night. Pupil A is in the lowest ability group therefore he needed some extra time reinforcing one to five, so I made astronaut costumes and masks (as the theme was Space) and we sung number rhymes, using role play in order to reinforce one to five and



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also recognising the numbers.

He ordered aliens and astronauts in order of shortest to tallest, which he had to re-visit as he was unable to order them correctly.

I introduced addition using dice. Pupil A liked this as it was practical, however as he is poor at forming numbers he didn't



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like writing the number sentences. Following on from addition were number bonds. Using large ladybirds pupil A investigated number bonds to five.

From the beginning of my time with pupil A, he was using over-write for his numbers, but now he tries to write them himself. I feel he has progressed a lot and will carry on progressing with practise and guidance. In order for pupil A to further his learning, I would encourage him to practise writing his numbers during free choice time, whether it be in the sand, on paper, or even in custard.

Overall I would place pupil A at outcome two for Mathematical Development.

Pupil A is able to do this.

Foundation Phase Outcome 2

Children use mathematics in day-to-day activities and in their play, responding appropriately to key vocabulary and questions. They join in rote counting of numbers from 1 to 10. They recognise and name numbers 1 to 3, and count up to three objects reliably. They record numbers initially by making marks or drawing pictures. They begin to develop an understanding of one-to-one correspondence by matching pairs of different objects or pictures. They understand the concept of 'one more'. In their play, they develop an awareness of the purpose of money. They show understanding of words, signs and symbols that describe size and positions. They sort objects using one criterion, and are aware of contrasting qualities.

Pupil A is able to do this.

Language, Literacy and Communication.

7.2.12



During Language, literacy and communication activities and tasks I feel that during the eight weeks pupil A's formation of letters and knowledge of letter sounds has improved. The first session was writing a poem about the sounds that a meteor makes. A meteor landed in the role play corner and the children discussed the sounds it made using musical instruments. From

this pupil A wrote a poem about the meteor.

' Meteors go zoom, meteors go kaboom, meteors go swish.' Pupil A did use the technique over-write for this task, however this was at the beginning of my time with him. Since then he has progressed to forming letters independently. Pupil A liked this as he was very excited that a meteor had landed in the classroom.

Next I read the story 'Whatever Next?' whilst sitting in a cardboard box. Pupil A enjoyed the new 'rocket' as he is very adventurous. He wanted to play in the rocket straight after the story. He sequenced the story using pictures, however he did struggle with two of the pictures, yet after guidance he was able to sequence them all correctly. Pupil A also enjoyed the additional adult activity which was a role play of the story using props.

Carrying on with the theme of Space, the class wrote a story called 'Our Space Adventure' using a story board. Pupil A enjoyed this as he could be creative and draw and write about imaginary planets and aliens. The following week the children transferred their story board on to the computer using '2Create a story' on the interactive white board. Pupil A likes

using the computer and white board during 'free choice play' therefore he liked this task. He was able to draw using the whiteboard pen and use the 'fill' tool to colour his drawings. He also typed key words using the keyboard.

To practice using key words, as an additional adult task pupil A was asked to look at a picture, then to use the letters to spell the word. Pupil A chose a picture of a van and was able to spell it correctly by sounding out the letters. He then copied the letters to form the word. This was also an opportunity for him to practice his letter formation.

From the beginning of my time with pupil A, I feel as though his formation of letters has improved as he has moved away from using over-write and is now forming them independently. In order for him to progress I would encourage him to practice writing his name, as he still mixes up his letters, but also include some literacy games on the tables during free choice time, so he has the opportunity to use them to further his language skills.

Overall I would place pupil A at outcome two for Language, Literacy and Communication.

He likes to look at the pictures in story books.

Foundation Phase Outcome 2

Children converse simply, sometimes leaving out link words and often asking questions, e.g. 'why?' and 'how?' They respond to instructions, questions and other stimuli. Children listen to stories, songs and rhymes and express some enjoyment and interest. Children look at books with or without an adult and show an interest in their content. They begin to follow stories from pictures and differentiate between print and pictures. They try out a variety of instruments to make marks and shapes on paper or other appropriate material.

He is able to sequence a story using pictures and text.

He is able to do this.

Creative Development

A doesn't normally enjoy making things during Creative Development. He rarely paints during free choice play, however he does enjoy drawing pictures.

Pupil A enjoyed using the musical instruments to make the sounds of a meteor orbiting in Space and coming down to land on Earth.

While designing space boots for the bear in 'Whatever Next?' he rushed as he would rather be choosing a different activity. However while using bubble wrap to print on to a plate as the face of an alien, he really enjoyed as it was different to just painting on paper. He liked painting the bubbles different colours and printing. He said that his alien was happy because he was with his friends. I asked the children what they would like as the title of the display of their aliens.



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We had many suggestions, but pupil A's suggestion was 'our alien friends', which the children liked, therefore this was the title of the display.



During a session of 'Write Dance' pupil A really enjoyed creating his image of the music with the shaving foam. This was very surprising as he doesn't normally like creative things.

When an activity is placed on the 'messy table' during free choice time, pupil A normally visits it at least once a day.

The activities he prefers are play dough, trays containing different things, for example custard, shaving foam, or glittery sand.

In order for pupil A to progress in Creative Development, I would include different and engaging activities during free choice time both inside and outside for him to try.

Overall I would place pupil A at outcome two for Creative Development.

Pupil A is able to do this.

Foundation Phase Outcome 2

Children experiment, investigate and explore with a range of materials/resources. They are able to produce marks and begin to use lines and shapes to create symbols and images. They assemble materials into artefacts that have meaning to them. They respond to open questions about their own and others' work. Children imitate simple rhythms and musical patterns, broadly matching dynamics or other musical elements. They explore a range of sound sources, and experiment with producing different qualities of sound. Through listening and making music, they recognise familiar sounds. They interpret different stimuli such as music, words and pictures by moving in different ways, creating varied body shapes and changing direction.

Pupil A knew how to make quiet and loud sounds.

Pupil A is able to change direction, but does not yet know his left and right.

Pupil A is able to do this.

Physical Development

Pupil A always enjoys Physical Education sessions and asks everyday 'whether we have P.E today?' He gets himself changed easily and sometimes asks for help to tie his laces. During

the session sometimes he can get rather excited and therefore presents some silly behaviour and has to be asked to sit out of the session for a few minutes.

Our first session was to pretend to be the meteor orbiting in Space, then coming down to Earth. Pupil A enjoyed this as he was able to make lots of noise and run around a lot. He was also able to create a dance as part of a group to 'Space music', and to walk like an astronaut.

Pupil A isn't very confident with scissors and always says that his 'hand has gone to sleep.' He needs to practice in order to progress with this skill.

Pupil A's pencil pressure and control needs some more practice, however he is able to hold a pencil correctly with his fingers and thumb.

Overall, I would place pupil A at outcome two for Physical Development.

Pupil A is able to do this.

Foundation Phase Outcome 2

Children show improved balance and coordination. They play alone, with a partner or in a small group. They listen to instructions and can start and stop upon command. They follow simple rules of a game. They play with different pieces of equipment and use low apparatus when practising their travelling, jumping and landing. They are able to climb over obstacles and pedal appropriate size tricycles, bicycles and cars. They can stand on one foot for a moment. They are beginning to 'snip' with a scissors. Children can build a tower of nine or ten bricks and are beginning to hold a large crayon/pencil with fingers and thumb.

Pupil A is able to do this.

Pupil A is able to cut basic shapes.

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Knowledge and Understanding of the World

The aliens sent the children a magnet, attached to the following letter.



Dear Reception,

Last time we visited your classroom we found this, but we don't know what it is, or what it does?

Can you help us please?

From the aliens

Pupil A enjoyed investigating with the magnets; however when asked to share the magnets he became upset and didn't want to participate in the activity. Pupil A struggles with sharing and has to be told on numerous occasions about this during the day.

Pupil A enjoys using different tools when using play dough to make new marks.

Pupil A is very confident whilst talking to members of staff and the children. He likes to tell you about something that happened on the yard at playtime, or something that he'd done at home.

Overall I would place pupil A at outcome two in Knowledge and Understanding of the World.

Foundation Phase Outcome 2

Children begin to sort objects into simple categories. They handle and explore the use of a range of tools/equipment. They can make some choices about materials/equipment to complete a given task. They respond to open questions about their experiences and offer their own ideas using short phrases or alternative methods of communication. They begin to match specific activities to certain times of day/week and show some appreciation of present and past. They gain confidence in finding their way in familiar surroundings and develop knowledge of roles of familiar people. They are becoming more confident when communicating/talking about their work.

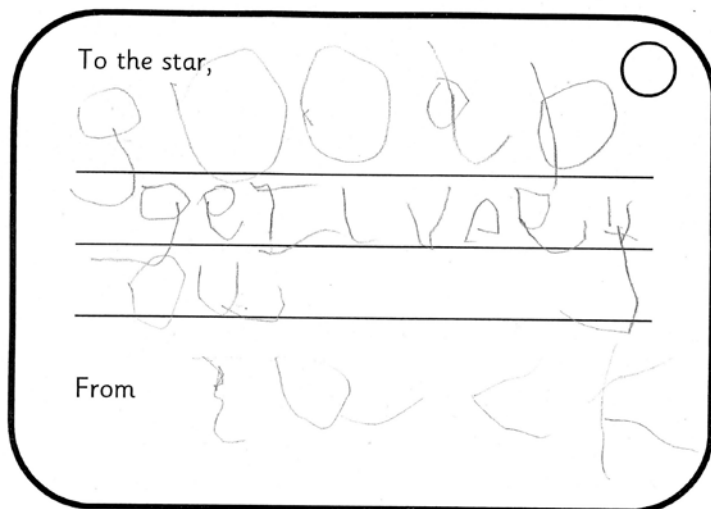
Pupil A is able to do this.

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Personal, Social and Emotional Development

Pupil A finds it difficult to share, therefore, during my time with him I have played many games which include sharing. He has a tantrum when a child asks him to share and has been told many times about this and is getting better gradually. Pupil A always needs adult guidance in order for him to be willing to share.



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To the left is a photograph of the children sending their messages to the star. Pupil A really enjoyed this, and was very excited.

Pupil A's main interest is 'Star Wars' and likes to talk about it to his friend and also to the class. If we have news time, he always says that he watched 'Star Wars' last night or played with his figures. However, if you ask him a question that is not about Star Wars, then he will rarely answer it.

In order for pupil A to progress with his personal, social and emotional development, I would include games, activities and toys that include sharing, as he needs lots of practise for him to realise that it is really important to share.

Overall, I would place pupil A at outcome two for Personal, Social and Emotional development.

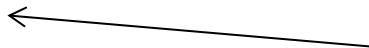


After reading the story 'Laura's Star' the children wrote messages to the star in order to develop empathy. Pupil A wanted to write 'goodbye, I love you.' He understood that the star was sad because he had to leave the little girl, however he was also happy, because he was going home back up in to the sky.

This is an ideal statement to describe pupil A.

Foundation Phase Outcome 2

Children like to help adults and peers but not when it conflicts with their interests. They demonstrate affection for other children and may play with them. When supported by an adult, children are willing to share toys and materials and will take turns. Children have become aware of their own feelings and emotions and are beginning to identify with those of others. They are trying to be independent but sometimes need assistance. They are beginning to develop an awareness of personal safety in particular dangerous hazards.



Pupil A always says if he believes something is dangerous.

Welsh Language Development

Pupil A uses incidental Welsh regularly as part of the daily routine. Each morning the children ask 'sut wyt ti?' and reply, 'sut mae tywydd heddiw?' and reply and they also count the amount of children in the class each day in Welsh. All of the replies are in full sentences.

Pupil A doesn't speak Welsh at home, however he does like to count in Welsh during numeracy activities. He can count to ten in Welsh.

Overall I would place pupil A at outcome two for Welsh Language Development.

Foundation Phase Outcome 2

Children converse simply, sometimes replacing English words with Welsh when involved in activities. They follow simple instructions. They increasingly want to join in songs and nursery rhymes. Children look at books with or without an adult and show an interest in their content.

I have heard pupil A saying "un, two, tri."

He especially enjoys songs with actions.

Pupil A likes to look at pictures in the stories. He always enjoys story time.

Conclusion

Overall, after assessing and observing pupil A over the past weeks, I would level him at outcome two in the Foundation Phase outcomes. He is a very confident little boy, but his unwillingness to share and tendency to have tantrums does hold him back slightly. I have added some next steps in order for Jack to progress to outcome three. I feel as though he is a middle outcome two at the moment.