

Reference List

- Anning, A. and Ring, C. (2004). *Making sense of children's drawings*. Milton Keynes: Open University Press.
- Barron, B. (2003). *When smart groups fail*. The Journal of the Learning Sciences, 12(3), 307–359
- Barron, I & Powell, J (2003). *Story Sacks, Children's Narratives and the Social Construction of Reality*. Citizenship, Social and Citizenship, Social and Economics Education Vol. 5, No. 3
- Black P, Harrison C, Lee C, Marshall B and Wiliam D (2003) *Assessment for Learning: Putting it into Practice*. Maidenhead: Open University Press.
- Black & Wiliam. (1998). *Inside the Black Box: Raising standards through classroom assessment*. School of Education, King's College, London, United Kingdom.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Book, C. L. (1996). *Professional development schools*. In J. Sikula (Ed.), *Handbook of research on teacher education* (4th ed., pp. 194-210). New York: Macmillan
- British Educational Research Association (BERA). (2018). *Ethical guidelines for educational research*. 4th edn. Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>. Retrieved 14 February 2020
- Bromley, Tamara. (2019). *Enhancing Children's Oral Language and Literacy Development through Storytelling in an Early Years Classroom*. Practical Literacy: The Early & Primary Years
- Burton, N., Brundrett, M. and Jones, M. (2014). *Doing Your Educational Research Project*. 2nd edn. London: SAGE Publications Ltd.
- Chi, M. T. H. (2009). *Active-constructive-interactive: A conceptual framework for differentiating learning activities*. Topics in Cognitive Science, 1(1), 73–105.
- Cohen, L., Manion, L. and Morrison, K. (2011). *Research Methods in Education* (7th ed.). London: Routledge.
- Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2009). *Teachers as readers: building communities of readers*. Literacy 43 (1) pp11-19.

- David H. Hargreaves. (1996). *Teaching as a Research-Based Profession: Possibilities and Prospects*. Teacher Training Agency 1996 Annual Lecture (London: TTA, 1996)
- Doherty, J. (2017). *Skilful questioning: the beating heart of good pedagogy*. Chartered College. Available at <https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/>
- Dombey, H. (2010). *Teaching Reading: What the evidence says*. Leicester: United Kingdom Literacy Association.
- Donaldson, G (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*: Welsh Government
- Estyn (2018) *Creating a nurturing school through an inclusive approach to wellbeing*. Cardiff: Estyn. Available at: <https://www.estyn.gov.wales/effective-practice/creating-nurturing-school-through-inclusive-approach-wellbeing>. (Accessed: 18th October 2019).
- Estyn (2017). *The Annual Report of Her Majesty's Chief inspector of Education and Training in Wales 2016–2017*. Available at https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Estyn_Annual%20Report_2018_English_Accessible.pdf
- Fueyo, V. & Koorland, M. A. (1997). *Teacher as researcher: A synonym for professionalism*. Journal of Teacher Education, 48(5), 336-34
- Fox Eades, Jennifer M. (2006). *Classroom Tales Using Storytelling to Build Emotional, Social and Academic Skills across the Primary Curriculum*. 1st American ed. Philadelphia: Jessica Kingsley, Web.
- Gorard, S. (2013). *Research Design. Creating Robust Approaches for the Social Sciences*. London: SAGE Publications Ltd.
- Griffiths, N. (2000). *Storysacks: A Starter Information Pack*. Storysack Limited,
- Hayes, A. (2010). *Design Issues*. in MacNaughton, G., Rolfe, S. and Siraj-Blatchford, I. (eds.) *Doing Early Childhood Research. International Perspectives on Theory and Practice*. 2nd edn. Maidenhead: Open University Press, pp.103-125.
- Hensen, K. T. (1996). *Teachers as researchers*. In J. Sikula (Ed.), *Handbook of research on teacher education* (4th ed., pp. 53-66). New York: Macmillan.
- Hine, G. (2013). *The importance of action research in teacher education programs*. Issues in Educational Research, 23(2)
- Hyland, F. (2007). *Story Sacks*. InTouch. Retrieved from [https://dspace.mic.ul.ie/bitstream/handle/10395/2287/Gardiner-Hyland,%20F.%20\(2007\)%20Storysacks....pdf?sequence=2](https://dspace.mic.ul.ie/bitstream/handle/10395/2287/Gardiner-Hyland,%20F.%20(2007)%20Storysacks....pdf?sequence=2)

- James, F and Kerr, A (1998). *On First Reading*. Belair Publications Ltd, p.58.
- King, A. (1999). *Discourse patterns for mediating peer learning*. In A. M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 87–116). Mahwah: Erlbaum.
- Kumar, R. (2019) *Research Methodology (5th ed): A Step-by-Step Guide for Beginners*. London: Sage Publications.
- Laevers F. (1994). *The Leuven Involvement Scale for Young Children*. Manual and video. Leuven, Belgium: Centre for Experiential Education; Experiential Education Series, No 1.
- Landrum, R. E., Brakke, K. and McCarthy, M. A. (2019). *The pedagogical power of storytelling*. *Scholarship of Teaching and Learning in Psychology*, 5(3), pp. 247–253.
- Lewin, K., & Lippitt, R. (1938). *An experimental approach to the study of autocracy and democracy: a preliminary note*. *Sociometry*, 1, 292–300. Retrieved from <https://doi.org/10.2307/2785585>
- Medlicott, M. (2019). *EYFS best practice: All about... Storytelling*. Nursery World. Available at <https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-storytelling>
- Mintzberg, H. (2005). Developing theory about the development of theory. In Smith, K.G. and Hitt, M.A. (eds), *Great Minds in Management: The Process of Theory Development*. Oxford : Oxford University Press, pp. 355 – 372.
- Mills, G. E. (2011). *Action research: A guide for the teacher researcher* (4th ed.). Boston: Pearson.
- Osterman, K. F. & Kottkamp, R. B. (1993). *Reflective practice for educators: Improving schooling through professional development*. Newbury Park, CA: Corwin.
- National Literacy Trust. (2017). *Adult Literacy*. Available at: <https://literacytrust.org.uk/parents-and-families/adult-literacy/>
- Ranson, A. (2016). The importance of rhyme in early literacy development. The Imagination Tree. Available at <https://theimaginationtree.com/the-importance-of-rhyme-in-early-literacy-development/>
- Robertson, K. (2006). *Increase student interaction with "ThinkPair-Shares" and "Circle Chats"*. Colorin: Colorado. Retrieved from <http://www.colorincolorado.org/article/13346>
- Stringer, E. T. (2008). *Action research in education* (2nd ed.). New Jersey: Pearson.
- Smith, H.W. (1975). *Strategies of Social Research: The Methodological Imagination*. Englewood Cliffs, NJ : Prentice-Hall.

- Terri J. Sabol, Natalie L. Bohlmann, Jason T. Downer. (2017). *Low-Income Ethnically Diverse Children's Engagement as a Predictor of School Readiness Above Preschool Classroom Quality*. Child Development. Available at: [10.1111/cdev.12832](https://doi.org/10.1111/cdev.12832)
- Tsang, E. (2013). *Generalizing from Research Findings: The Merits of Case Studies*. British academy of Management. Available at <https://doi.org/10.1111/ijmr.12024>
- Welsh Assembly Government (2010). How to develop thinking and assessment for learning in the classroom
- Wiliam, D. (2018). *Embedded Formative Assessment*. Bloomington, Indiana: Solution Tree Press
- Wiliam, D (2002). *Thinking Through Assessment: An interview with Dylan Wiliam*. English in Education Vol 36 No.3
- Wright, A. (2019). *The Craft of Storytelling*. Humanising Language Teaching, 21(5), p. 36.
- Williamson, G (2020). *Early years apps approved to help families kick start learning at home*. [Department for Education](https://www.gov.uk/government/news/early-years-apps-approved-to-help-families-kick-start-learning-at-home). Available at <https://www.gov.uk/government/news/early-years-apps-approved-to-help-families-kick-start-learning-at-home>

Appendix

Figure A: Slade Fawcett Reflection Model

Figure B: Lesson Plans

Figure C: Observation sheets

Figure D: Lesson transcripts

Figure E: Lesson reflection sheets

Figure F: Pictures

Figure A: Slade Fawcett Reflection Model

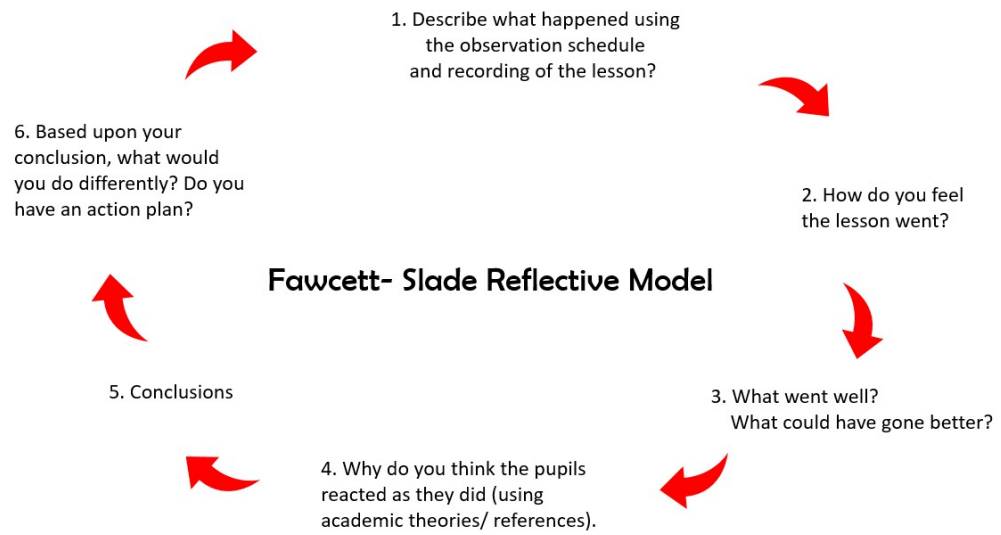


Figure B: Lesson Plans

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ruth Slade	Class:	Nursery
AoLE or Subject	Languages, Literacy and Communication	Date:	2 February 2020
Lesson Focus:	Story telling		
Meaningful links to Curriculum	What Matters: Learners who listen and read effectively are prepared to learn throughout their lives. Progression Step 1: • I can listen to what is read and respond to what I hear, view or read. • I can ask and answer questions about what I hear, view or read.		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Listen to the story 'Sunk' and respond to what they hear and see.
- Engage and answer questions posed by the teacher in order to display understanding.
- Remember key events from the story.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

Assessment of Pupils' Learning

Evidence
(What have the learners to say/write/do/produce – to demonstrate learning)

• I can listen to the story of “Sunk” • I can remember the main parts of the story • I can answer questions about the story • I can relate to the story and have my own viewpoint.	• Sit and listen to the story • Show understanding through appropriate response to questions • Show that they remember key events and characters in the story through drawing and response. • Verbally express their own opinions and ideas about the book.
---	--

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Set up story telling environment. Camera, book, Pirate Flag Invite children into the room to take a seat in a circle in front of teacher.	Move into classroom, sit down on the pirate flag in front of teacher's chair.	Camera "Sunk Story Book" Observation sheet Interview Questions Pirate Flag
Teaching & Core Learning	- Begin to read the story 'Sunk' - As I read the story, I will ask questions from the interview schedule and prompt the children to guess the next part of the story at appropriate points.	Sit and listen to the story "SUNK" Raise hands to answer questions posed by the teacher. Try to guess next events in the story	Interview Questions Camera Recording Sunk Story Book Pirate Flag set up
Plenary	Ask the questions from interview schedule whilst our target children are drawing us a picture of a character or event from the story. Verbally record questions we ask whilst they are drawing.	Draw a picture of their favourite event or character from the film. Answer questions posed by the teacher while they continue to draw.	Interview Questions Camera Recording

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ruth Slade and Liam Fawcett	Class:	Nursery
AoLE or Subject	Languages, Literacy and Communication	Date:	4 February 2020
Lesson Focus:	Story telling		
Meaningful links to Curriculum	What Matters: Learners who listen and read effectively are prepared to learn throughout their lives. Progression Step 1: • I can listen to what is read and respond to what I hear, view or read. • I can ask and answer questions about what I hear, view or read.		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Listen to the story 'Sunk' and respond to what they hear and see. • Engage and answer questions posed by the teacher in order to display understanding. • Remember key events from the story.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
--	--

• I can listen to the story of “Sunk” • I can remember the main parts of the story • I can answer questions about the story • I can relate to the story and have my own viewpoint.	• Sit and listen to the story • Show understanding through appropriate response to questions • Show that they remember key events and characters in the story through drawing and response. • Verbally express their own opinions and ideas about the book.
---	--

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Set up story telling environment. Camera, book, Pirate Flag Invite children into the room to take a seat in a circle in front of teacher.	Move into classroom, sit down on the pirate flag in front of teacher's chair.	Camera "Sunk Story Book" Observation sheet Interview Questions Pirate Flag Pirate hats Pirate treasure coins Penguin teddies Polar bear teddy
Teaching & Core Learning	- Begin to read the story 'Sunk' - As I read the story, I will ask questions from the interview schedule and prompt the children to guess the next part of the story at appropriate points. - I will invite the children to put on the	Sit and listen to the story "SUNK" Raise hands to answer questions posed by the teacher. Try to guess next events in the story	Interview Questions Camera Recording Sunk Story Book

	pirate hats. As I read the book 'Sunk', I will use the props listed to enhance the story.	Put on a pirate hat.	Pirate Flag set up Pirate hats Pirate treasure coins Penguin teddies Polar bear teddy
Plenary	Ask the questions from interview schedule whilst our target children are drawing us a picture of a character or event from the story. Verbally record questions we ask whilst they are drawing.	Draw a picture of their favourite event or character from the film. Answer questions posed by the teacher while they continue to draw.	Interview Questions Camera Recording

Figure C: Observation sheets

ECAD 7004- Observation Schedule

Name:	[REDACTED] (LA)				
DOB:					
Date of observation	3/2/20				
Time of observation:	10am				
Lesson focus:	Story-telling				
Year group:	Nursery				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?		✓		~~✓~~	
What does their seating position suggest..			✓		
Willing to answer questions..				✓	
Answer questions correctly..			✓		
Stay "on topic" with their input..				✓	
Work well with other children..					
Facial expression..			✓		
Positive engagement with resources..			✓		
Appropriate reactions to the story...			✓		
Independent Input/Comments..			✓		

ECAD 7004- Observation Schedule

Name:	[REDACTED] (H4)				
DOB:					
Date of observation	3/2/20				
Time of observation:	10am				
Lesson focus:	Story-telling				
Year group:	Nursery				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?				✓	
What does their seating position suggest..			✓		
Willing to answer questions..				✓	
Answer questions correctly..			✓		
Stay "on topic" with their input..		✓			
Work well with other children..			✓		
Facial expression..			✓		
Positive engagement with resources..				✓	
Appropriate reactions to the story...				✓	
Independent Input/Comments..				✓	

ECAD 7004- Observation Schedule

Name:	[REDACTED] (HA)				
DOB:					
Date of observation	3/2/20				
Time of observation:	10am				
Lesson focus:	Story-telling				
Year group:	Nursery				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?					✓
What does their seating position suggest..				✓	
Willing to answer questions..				✓	
Answer questions correctly..				✓	
Stay "on topic" with their input..				✓	
Work well with other children..				✓	
Facial expression..					✓
Positive engagement with resources..				✓	
Appropriate reactions to the story...					✓
Independent Input/Comments..			✓		

2

ECAD 7004- Observation Schedule

Name:	[REDACTED] (L.A)
DOB:	Age 3-4
Date of observation:	4/2/20
Time of observation:	10am
Lesson focus:	Story telling (with Props/questioning)
Year group:	Nursery

"The impact of teacher questioning and resources on children's engagement with stories"

Leuven Involvement Scale

Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?				✓	
What does their seating position suggest..				✓	
Willing to answer questions..			✓		
Answer questions correctly..			✓		
Stay "on topic" with their input..			✓		
Work well with other children..				✓	
Facial expression..			✓		
Positive engagement with resources..				✓	~~✓~~
Appropriate reactions to the story...				✓	
Independent Input/Comments..			✓		

- didn't join in with actions as much

- point with reaction

- facing wrong way at the end

playing with hat

- Took hat off

- distracted 10 minutes in

Could not give her favourite part

Able to point at favourite character

2

ECAD 7004- Observation Schedule

Name:	[REDACTED] (HA)				
DOB:	Age 3-4				
Date of observation	4/2/20				
Time of observation:	10am				
Lesson focus:	Story-telling (with Props + Q)				
Year group:	Nursery				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?					✓
What does their seating position suggest..				✓	
Willing to answer questions..					✓
Answer questions correctly..					✓
Stay "on topic" with their input..					✓
Work well with other children..				✓	
Facial expression..				✓	
Positive engagement with resources..				✓	
Appropriate reactions to the story...					✓
Independent Input/Comments..				✓	

-playing with dinosaur

-getting closer to the book

Smiling, laughing excitement
Laughing pointing

gave reasons for his answer

eyes did not move from the story
much more idea of characters

2

ECAD 7004- Observation Schedule

Name:	[REDACTED] (HA)
DOB:	Age 3-4
Date of observation	4/2/20
Time of observation:	10am
Lesson focus:	Story-telling (with Props + Q)
Year group:	Nursery

"The impact of teacher questioning and resources on children's engagement with stories"

Leuven Involvement Scale

Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?					✓
What does their seating position suggest..					✓
Willing to answer questions..				✓	
Answer questions correctly..					✓
Stay "on topic" with their input..				✓	
Work well with other children..				✓	
Facial expression..					✓
Positive engagement with resources..					✓
Appropriate reactions to the story...				✓	
Independent Input/Comments..				✓	

-corrected someone's answer

-moving forward
-pointing
Showing answers with excitement

smiling laughing

- copied actions

-generally didn't take eyes off the story

ECAD 7004- Observation Schedule

①

Name:	[REDACTED] (44)				
DOB:	Age 4-5				
Date of observation	3/2/20				
Time of observation:	1pm				
Lesson focus:	Story-telling				
Year group:	Reception				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?					✓
What does their seating position suggest..					✓
Willing to answer questions..					✓
Answer questions correctly..					✓
Stay "on topic" with their input..					✓
Work well with other children..					✓
Facial expression..					✓
Positive engagement with resources..					✓
Appropriate reactions to the story...					✓
Independent Input/Comments..					✓

'Drew Penguin Blue.

ECAD 7004- Observation Schedule

Name:	[REDACTED] (MA)				
DOB:	Age 4-5				
Date of observation	3/2/20				
Time of observation:	1pm				
Lesson focus:	Story-telling				
Year group:	Reception				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?			✓		
What does their seating position suggest..			✓		
Willing to answer questions..				✗	✓
Answer questions correctly..					✓
Stay "on topic" with their input..			✓		
Work well with other children..		✓	✗		
Facial expression..				✓	
Positive engagement with resources..			✓		
Appropriate reactions to the story...				✓	
Independent Input/Comments..				✓	

mentions Donkey.
Distracted w/ other children a bit.
She was playing with it.
Said Jax close to Jeff.

• Mat
• Drew Penguin Blue

ECAD 7004- Observation Schedule

Name:	[REDACTED] (LA)				
DOB:	Age 4-5				
Date of observation	3/2/20				
Time of observation:	1pm				
Lesson focus:	Story-telling				
Year group:	Reception				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?					✓
What does their seating position suggest..					✓
Willing to answer questions..					✓
Answer questions correctly..				✓	
Stay "on topic" with their input..				✓	
Work well with other children..				✓	
Facial expression..				✓	
Positive engagement with resources..					✓
Appropriate reactions to the story...				✓	
Independent Input/Comments..				✓	

- toilet.
- Drew penguin blue

ECAD 7004- Observation Schedule

2

Name:	[REDACTED] (H.A.)				
DOB:	Age 4-5				
Date of observation	4/2/20				
Time of observation:	1pm				
Lesson focus:	story-telling (with Props + Q)				
Year group:	Reception				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?					✓
What does their seating position suggest..					✓
Willing to answer questions..					✓
Answer questions correctly..					✓
Stay "on topic" with their input..					✓
Work well with other children..					✓
Facial expression..					✓
Positive engagement with resources..					✓
Appropriate reactions to the story...					✓
Independent Input/Comments..					✓

ECAD 7004- Observation Schedule

2

Name:	[REDACTED] (m. A)				
DOB:	Age 4-5				
Date of observation	4/2/20				
Time of observation:	1pm				
Lesson focus:	Story-telling (with props + Q)				
Year group:	Reception				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?				✓	
What does their seating position suggest..					
Willing to answer questions..					✓
Answer questions correctly..					✓
Stay "on topic" with their input..				✓	
Work well with other children..			✓		
Facial expression..				✓	
Positive engagement with resources..			✓		
Appropriate reactions to the story					✓
Independent Input/Comments..			✓		

Asked why is the water over there? etc.

ECAD 7004- Observation Schedule

2

Name:	~~██████████~~ (L.A.)				
DOB:	~~4/2/20~~ Age 4-5				
Date of observation	4/2/20				
Time of observation:	1pm				
Lesson focus:	Story-telling (with Props + Q)				
Year group:	Reception				
"The impact of teacher questioning and resources on children's engagement with stories"					
Leuven Involvement Scale					
Questions to measure involvement	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
Do they maintain eye contact?				✓	
What does their seating position suggest..			✓		
Willing to answer questions..					✓
Answer questions correctly..				✓	
Stay "on topic" with their input..				✓	
Work well with other children..			✓		
Facial expression..				✓	
Positive engagement with resources..			✓		
Appropriate reactions to the story...				✓	
Independent Input/Comments..				✓	

fidgeted a bit ✓
 "zombies"
 kicked Cayn a bit
 played with toys.

Figure D: Lesson transcripts

Nursey Transcripts

S – lower attainment

H – higher attainment/ ALN

O – higher attainment

Nursery study A

Observation - NA1

Think-Pair-Share

Ruth – **but then suddenly, oh no, a rip**. What do you think is going to happen? We are all going to think (puts finger to head), then we are going to talk to our friends and then we are going to share with everybody else. So everybody think, what will happen if it rips?

Children - (whisper 'sink' to each other)

Observation – NA2

Thumbs up

Ruth – Did you like the story?

Ruth - Thumbs up for yes, thumbs sideways for I'm not sure and thumbs down for no. (Ruth illustrates by showing how to hold thumbs).

Children – (O and H hold thumbs up) (Sofia doesn't do anything)

Ruth – S, did you like the story?

S - (nods)

Ruth – put your thumbs up (Ruth holds thumbs up to show S)

S - (holds thumbs up)

Observation – NA3

Ruth – What was your favourite part?

O – The boat, when they all jumped in.

Observation - NA4

Ruth – Can anybody remember the name of this character? (Ruth holds picture of Penguin Blue)

H – I don't know, what is he called?

Ruth – What do you think H?

H – Captain Blue?

Ruth – Well done H, it's Penguin Blue.

Observation - NA5

Ruth – Now this is a harder one. Does anyone know who this is? (Holds up a picture of Cutlass Jeff)

H – I don't know.

Ruth – do you remember you said, 'I like his sword' and then I said, 'Some people call it a cu, cu' (waits for children).

H – captain?

Ruth – It's a cutlass. He is Cutlass J...'

O – Cutlass Jeff.

Ruth – Good boy O, well done.

Ruth – And the last one was First Mate Fl...' (waits for children).

O – Flo?

Ruth – Well done O.

Ruth – So out of these characters, who was your favourite? Was it Cutlass Jeff with his big cutlass sword?

H – I liked Cutlass Jeff!

Ruth – Why did you like him? Was it his sword? Was it his big yellow eyelashes?

H – No, this one. (Points to sword).

Ruth – Or, did you like First Mate Flo?

S – Yeah! (nods head)

Ruth – and who liked this one? (holds up a picture of penguin blue).

O – (puts his hand up).

Observation - NA6

Ruth – Did you like the characters in the story?

S – Yeah!

Ruth – Can you remember what type of animals they were?

S – Penguins.

Observation - NA7

Ruth – And can you remember what they were searching for?

O – Treasure.

Nursery Study B

Observation - NB1

Children showing an awareness of the story by predicting what comes next.

Ruth – what do you think they are looking for?

H – Treasure

S – Treasure

O – Gold

Observation - NB2

Using resources to aid understanding and make the learning experience more authentic

Ruth – (shows the children the map) this is a treasure map and they need this to find the gold.

O – Oh

Ruth - So H, where do you think the gold is? What do you think marks the spot? Can you show me on the map?

O – There (points to the x)

Ruth – H, where do you think the treasure is?

H - (Follows lines to the x)

Ruth – What do you think S?

S - (Points to x)

Observation - NB3

Think-Pair-Share

Ruth – **but then suddenly, oh no, a rip**. What do you think is going to happen? We are all going to think (puts finger to head), then we are going to talk to our friends and then we are going to share. So everybody think, what will happen if it rips?

Children - (whisper 'sink' to each other)

Ruth – but why will it rip, what will get inside the boat? (Ruth points to fake ocean) What is this?

H – the ocean.

Ruth – So will the ocean get inside the boat?

H – nods

Ruth – And then it will be so heavy it will sink?

H - nods

Observation - NB4

Thumbs up

Ruth – **the murky depths as black as night. But wait, a flag, a mast, a deck**. What do you think they have found at the bottom of the ocean?

O – A pirate ship.

Ruth – What do you think H and S, do you think O is right? Thumbs up for yes, thumbs sideways for I'm not sure and thumbs down for no.

H - (H puts his thumbs up right away)

Ruth – S, do you think O is right?

S - (nods)

Ruth – put you're thumbs up for yes (Ruth puts her thumbs up)

S - (puts her thumbs up)

Observation - NB5

Independent input

Ruth – Well blow me down, a sunken wreck, for penguin blue a closer look...

O – How they going to lift it up?

Ruth – How are they going to lift it up? I don't know, but should we find out (Ruth reads on).

Observation - NB6

Children showing an awareness of the story by predicting what comes next.

Ruth – Alas there's no time to explore. Tired penguins need to get ashore. A desert island, small and sandy. Phew! That's extremely handy!

Ruth – Look, says Flo, there's someone waving. My name is Captain Walker Plank. Been stuck here since my galleon sank.

Ruth – Can you say Captain Walker Plank?

Children - (Children repeat Captain Walker Plank)

Ruth - (Points to picture of shipwreck) who do you think this ship belongs to?

H - (Points to the picture of Captain Walker Plank) Him!

Ruth – Captain Walker Plank. O, do you think it is his ship?

O – Yeah

Ruth – S, do you think it is his ship?

S - Yeah

Observation - NB7

Engagement with story (O said this was his favourite part later on)

Ruth – Shipwrecked pirates never fear because blue has a good idea.

Ruth – What's his idea?

Ruth – Hey says 'these puffer fish', they are deflated (Ruth sucks in her cheeks) and then they inflate (Ruth puffs out her cheeks) and then they deflate (Ruth sucks in her cheeks).

Children - (Follow sucking their cheeks in and out)

Ruth – they take in all the air.

Ruth - 'these puffer fish and some kelp, we'll raise this ship and home we'll sail. These fish inflate and up she goes toward the surface'.

Ruth – so what happens boys and girls is the fish inflate and because they have air inside them, they make the ship go up to the top.

Ruth – so the ship goes straight to the surface. **Thar she blows!** Look, it just popped to the top because the puffer fish were puffed and the whale helped too because he went (Ruth makes sound of water shooting out and pushes her fist into the air).

O - (Copies the sound and also pushes his fist into the air).

Observation - NB8

Thumbs up and showing understanding of the story

Ruth – okay everybody, did you like the story? Thumbs up for yes, thumbs sideways for I'm not sure and thumbs down for no.

Children - (H and O put their thumbs up, but S does not)

Ruth – S, did you like the story?

S - (Nods head)

Ruth – What was your favourite part?

H – Um, I think... the whale floating up

Ruth – What did the whale do for the boat?

O – It blasted (pumps his fist in the air)

H - (Also pumps his fist upward)

Ruth – O, what was your favourite part?

O – It was the boat.

Ruth – you liked the boat too? How about you S?

S - Boat

Reception Observations

S- Lower Attainment

P- Higher Attainment

C- Middle Attainment

Reception Study A

Observation-RA1

Remembering characters

Liam- What are his friends names, can you remember?

P- Cutlass Jess

P- That's Penguin Blue (pointing at picture)

Observation- RA2

Predicting what happens next..

Liam- *Its time to hit the treasure trail*, oh where are they going?

S- Treasure

S- To find Treasure

Observation- RA3

Remembering characters

Liam- Who's in the boat? Can you see?

C- (Hand up) Penguin Blue!

S- I need the toilet

P- Alba Seal

Observation- RA4

Predicting what happens next

Think-pair-share

Liam- *Then suddenly, oh no, a rip!* Patrick I want you to chat to Mason, Martha can you chat to Archie and Celyn, and I want you to have a think , what happens next? Have a chat to each other

Patrick chatted to Mason

Martha attempted to chat to Archie and Celyn, but no discussion.

C- The fish poked the boat, and they're falling, so they're gonna fall out the boat, and they're gonna swim.

Liam- Patrick what do you think?

P- I think, they gonna fall and they gonna swim.

Observation-RA5

Predicting what happens next

Liam- *Oh look, there's somebody waving,* who do we think could be waving?

P- I don't know

S- A seal

Liam- You think it could be a seal?

S- Yes look!

P- Or a bird!

C- I think it's a donkey.

Observation- RA6

Giving their own opinion on the situation

Liam- Hands up, what would you do if you were stuck on a desert island?

C you've got your hand up nicely!

C- Umm I would, I would shout for help

Liam- You would shout for help? Very good!

Liam- Sabrina what would you do?

S- I would just lie down and just wait for somebody to help me

Liam- That's a really good idea I think I would do the same

Observation- RA7**Remembering of characters**

Liam- Who's getting on the ship now?

All together- The pirates

Liam- Yes all the pirates, who else?

S- The polar bear

Liam- Yes very good Sabrina

Observation- RA8**Predicting what happens next**

Liam- Where are they going now do you think?

P- I don't know

Liam- Celyn where are they going now do you think?

C- I think they're going to umm, I think they're gonna go, I think they're going home

Liam- I think they are too, I think you're right.

Observation- RA9**Drawing activity**

Liam- What was your favourite part Patrick? Or who was your favourite person?

P- Penguin Blue!

S- I liked Penguin Blue

Liam- Who have you drawn their Celyn?

C- Penguin Blue

Liam- Can anyone remember any other friends

Silence.....

S- I found treasure

P- Wilbur

Liam- What are you drawing Sabrina?

S- Penguin Blue

Reception Study B

Observation- RB1

Remembering of characters

Liam- Look who I've got in here, I have got....

P- Penguin Blue!

C- Penguin Blue!

Liam- Who else have we got? Cutlas..

C- Jeff!

P- Cutlas Jeff, Cutlas Jeff!

Liam- Well done Patrick, and who's my other person?

All together- First Mate Flo!

Observation-RB2

What happens next

Liam- What happens next?

C- It's sinking!

P- All of them get in

Liam- Yes all of them get in the boat! So lets start with Penguin Blue, into the boat

In goes.. what was his name?

P- Cutlass Jeff

Liam- Excellent well-done Patrick

P- And First Mate Flo

Liam- Sabrina do you remember what the Polar Bear was called?

Silence...

Observation- RB3

Understanding of the story

Liam- Can anybody tell me what a sail does? Why do we need one on our boat?

C- Because, it needs to go! And it blows in the wind

Liam- Excellent Celyn!

Observation- RB4**Understanding of the story**

Liam- What do they need to help them find the treasure?

Celyn- I know, a map!

Patrick- A map!

Celyn- I can see the map over there!

Observation- RB5**What happens next**

Liam- Then suddenly, oh no a rip! Hands up who can remember what happens in this part?

Celyn...

C- The fish ripped the boat, and then the boat was sinking.

Liam- Well done Excellent!

Observation- RB6**What happens next**

Liam- But wait a flag a mast a deck, hands up who remembers what this is at the bottom of the sea?

S- Hello, hello (takes pirate hat off)

Liam- Put it back on your head, pirates always keep their hats on their head.

P- A pirate boat!

Observation- RB7**Understanding of the story**

Liam- Who's he? Where did he come from?

S- The boat!

Liam- Yes the boat, he came off the boat and now he's stuck on a desert island. What's his name?

C- Grrrrr (noise)

S- RRRR (noise)

Liam- Captain...

P- Captain Walker Plank!

Observation- RB8**Own opinion on the story**

Liam- Sabrina, how would you feel if you were stuck on a desert island?

S- Id sleep there forever and wait for somebody to save me

Liam- what about you Celyn?

S- and if there was a zombie on there

Liam- A zombie?

S- and bite me, I would just be dead.

Liam- Oh that's sad, Celyn what about you?

S- and until somebody gives me a true love kiss

C- I'd ring my phone for help

Liam- That's a smart idea I think, Patrick what would you do if you were stuck on a desert island?

p- I would climb on all the trees, then I would jump in the water

Liam- Why would you do that?

P- because I wanted to swim

Liam- You would swim to safety would you? (P nods) That would be a good idea!

Observation-RB9**Own opinion on the story through drawing**

Liam- What's that your drawing Sabrina?

S- Penguin Blue! That's his nose, then his smile. And he's holding some treasure, two treasures. Yes he found it for the pirates.

Liam- Did he have anything to help him find the treasure?

S- Nope, ummmm chocolate coins, he just digged

Liam- Is that Penguin Blue Celyn?

C- Cutlass Jeff

S- and the wind was blowing...

Liam- What was he holding in his hands?

C- Treasure!

Figure E: Lesson reflection sheets

1. Nursery

1. Describe what happened using the observation schedule and recording the lesson?	We invited the children into the small room, where there was a pirate flag on the floor. The children sat on the pirate flag and told them they would hear a pirate story. The flag and children were in view of the camera, situated behind Ruth (the reader). Liam (the observer) sat to the side of the group and completed 3 observation sheets whilst Ruth read the story. She incorporated questioning and two other AFL strategies as the story went on including: thumbs up and think-pair-share. Liam filled in the Leuven involvement scale, rating the 3 children from 1 to 5 on a variety of different factors. After the story, the children drew a picture relating to the book whilst Ruth asked a number of different questions.
2. How do you feel the lesson went?	The children were very engaged to begin with. As the story progressed, the engagement of certain children decreased, however by using questioning Ruth was often able to reengage their focus. One of the children brought in a toy which distracted his focus as well as the child next to him, until we removed it. The children answered questions very well which proved they were listening and understood the story. We asked all questions that we had planned for, as well as some additional questions, and the environment was managed safely. We made the story applicable to the children and made sure our techniques were tailored to the age group. Children were able to pose their ideas surrounding what happened next..
3. What went well? What could have gone better?	<u>What Went Well:</u> • Children were able to answer on topic • They were able to name some characters showing they had remembered the story • They showed appropriate actions and reactions to the story • The children showed awareness of the overarching story line, realising the real-life context • Teacher questioning contributed to higher engagement levels and understanding • Managed the learning environment well

	<u>What could have gone better:</u> • A child not bringing in a toy that distracted him • Children not coming to the door and distracting other children • Gaining more of an output in the drawing activity
4. Why do you think the pupils reacted as they did? (References)	Assessment for learning techniques: improved understanding and engagement. Engagement was limited at the start of think-pair-share as they probably aren't used to doing it. Higher attaining pupil and lower attaining pupil benefiting from collaborative environment. Repeating what other children did, more contact time for the MKO's Some children weren't able to sit still and engage for the full period of time- Age, transition, possible ALN, other peers' influences, toys. Drawing activity, some children didn't want to do a drawing; possibly getting restless and distracted by his peers playing outside. Another child wanted to leave because he had seen his friend leave. Engagement was generally good throughout from the way the story was told, tone of voice and actions creating involvement. Sitting on the pirate flag. Brining prior knowledge, 1 child showed understanding of pirates and animals beforehand, others were able to give limited input and ideas.
5. Conclusions	Overall, the story telling activity went really well. We were happy with the data we collected. At times engagement decreased as a result of distractions and low concentration levels, however, teacher questioning reengaged the children and brought them back on task with the story. The use of think-pair-share and thumbs up engaged the entire class at one time. Children who were reluctant to engage benefited from this. The pictures resource enabled the children to pick their favourite and prompted them to say why they liked them. It also helped them to remember elements of the story/characters The pirate flag gave them an initial spark of excitement, because the activity wasn't necessarily a

	normal teaching time. We also think it kept them sat and engaged throughout.
6. Based upon your conclusion, what would you do differently? Do you have an action plan?	Model think-pair-share, prompt them for more explanations. Further questioning. Add more physical resources to help make the children remember scenes and characters from the book

2. Nursery

1. Describe what happened using the observation schedule and recording the lesson?	Again, the children were invited to come into the room for a story. We attracted them by explaining we are going on a pirate adventure, and that we have pirate hats for them. Started the lesson by giving out hats, Ruth used a number of toys to replicate scenes in the story while the children sat on the pirate flag and watched. Liam again recorded and completed an observation sheet. Liam completed the Leuven involvement scale rating a number of factors from 1 to 5. Ruth used questioning, think-pair-share and thumbs up as AFL strategies during the story. The children weren't interested in completing a drawing afterwards as they became restless, but they stayed to answer questions. One of the resources encouraged the children to stay for the last 5 minutes when they perhaps were ready to leave.
2. How do you feel the lesson went?	We think that the engagement, focus, and answering of questions was much higher than the previous lesson. Their general concentration levels were higher, and this showed that they appreciated the context of the book and showed more understanding. The addition of more resources aided their understanding through visual learning, and we were able to refer to these more to add to their understanding and recreated scenes from the book e.g. who was your favourite character? (Sail explanation). The resources added an excitement factor to the book, they wanted to touch and see the resources such as the map. The map especially added to cross curricular responsibilities, as they were verbally counting the seven seas out loud. This was also done independently without any prompting.
3. What went well? What could have gone better?	<u>What went well?</u> • Children were able to answer on topic whilst referring to resources to answer questions • They were able to name most characters showing they had remembered the story • They showed appropriate actions and reactions to the story with excitement • The higher ability children showed awareness of the overarching story line, realising the real-life context and reacting to this with emotions • Teacher questioning contributed to higher engagement levels and understanding • Managed the learning environment well • Resources and props added to the excitement

	• The props stopped them from wanting to leave • Their understanding was evident when referring to the props • Putting a picture to the name • Adding an overarching theme of friends (ethics) • We didn't create too much excitement with the props as this could have distracted children further affecting their concentration and understanding <u>What could have gone better?</u> • One child's hat kept coming off and this was a distraction • The props caused children to stop sitting as nicely because of their excitement • The story could have been shorter as they weren't able to complete the drawing task at the end as they were restless • Hard to manage the resources, the book and other props at the same time as managing the children.
4. Why do you think the pupils reacted as they did? (References)	• Visual learning aspect to the story added to engagement and therefore understanding • Sense of empathy, being more a part of the story • The length of the story along with the extra time to introduce props caused children to become restless- couldn't complete drawing • Active learning element they enjoyed- blended learning experience (puffing cheeks) • Lower ability learning from her peers • Lower ability's engagement was higher but not necessarily her understanding • More able engaged more and understanding was higher as a result • Differentiation maybe not evident
5. Conclusions	We think that resources added to their understanding, as well as engagement levels being increased. We think that there was a lot of attention cues in the environment which may have added to confusion. We think the more able benefited more from this story. The level of detail when we told this story may have been too much for this age group, especially the lower ability child who has just joined nursery.
6. Based upon your conclusion, what would you do differently? Do you have an action plan?	• Try to add differentiation strategies to cater for the lower ability child

	• Use a book which is more apparent to the L.A child • Place more emphasis on key points in the book and tell it in a way that becomes apparent to the children • Reduce the time scale of the story so that they don't become restless and are able to complete the task at the end • Complete the story/research in the regular time slot that is part of their discrete lesson routine. Wanted to play instead
--	--

1. Reception

1. Describe what happened using the observation schedule and recording the lesson?	We invited children into a small room, who were excited to read a story about a pirate adventure. They were excited by the pirate flag on the floor and listened to the instructions of sitting on the pirate boat. There were 6 children, in which Liam sat in front to tell the story, and Ruth recorded the session whilst completing 3 observation sheets. Liam incorporated questioning and two other AFL strategies as the story went on including: thumbs up and think-pair-share. Ruth filled in the Leuven involvement scale, rating the 3 children from 1 to 5 on a variety of different factors. After the story, the children drew a picture relating to the book whilst Liam and Ruth asked a number of different questions. We recorded their feedback and took pictures of their drawing.
2. How do you feel the lesson went?	The lesson went well, and we covered everything we had planned for. The majority of children listened and engaged well, despite one child distracting some of her peers and fussed with the resources. 1 child had to leave to go to the toilet but didn't cause any problems. The environment was managed safely, and the children showed good understanding of the book. The children drew pictures which were relevant to the story and could explain what they had drawn.
3. What went well? What could have gone better?	<u>What went well...</u> • 3 out of 6 children engaged with the think-pair-share strategy and this isn't something they're used to doing • Every child could answer questions at different levels of complexity. Mostly on topic. • Every child drew a picture about the story and could explain what they had drawn • Every child sat and listened well, engaged with most scenes in the book <u>What could have gone better?</u> • Having 6 children in a small environment was a squeeze, and this caused a lot of fidgeting and distractions by peers. • Not all 6 children engaged in the think-pair-share, and this may have been down to pairings. • 1 or 2 children kept shouting out when we were opting for a hands-up strategy

	1 of our focus children left the room to go to the toilet for 2 minutes
4. Why do you think the pupils reacted as they did? (References)	Our Assessment for learning strategies assisted understanding and engagement. Think-pair-share strategy perhaps didn't benefit the lower ability as much They were interested in pirates and showed excitement from the start, liked the pictures, and flag. The story rhymed (Alliteration) which helped the children to remember words and phrases Mixed ability group, influence of the more able working with lower ability
5. Conclusions	The lesson went as planned, and we collected lots of valuable data. We think that more physical resources will help children to remember the characters and scenes in the story. The AFL strategies worked well with the higher ability but may not have been as effective with the lower ability.
6. Based upon your conclusion, what would you do differently? Do you have an action plan?	Seating arrangements- Higher ability with lower ability Model how to do think-pair-share Speed up the pace of the book to maintain engagement Add more physical resources to help make the children remember scenes and characters from the book

2. Reception

1. Describe what happened using the observation schedule and recording the lesson?	We invited children into a different environment than the previous day as the classroom wasn't available. Most children were extremely excited to take part despite one child who didn't want to do it as he had done it the day before. Liam told the story using a number of resources and using AFL strategies of open-ended questioning. Ruth completed 3 observation sheets on our target children and rated them on a number of factors using the Leuven involvement scale. The children also completed a drawing about their film.
2. How do you feel the lesson went?	The lesson did excite the children, but maybe the lower ability seemed more excited than the higher ability. They had a good understanding of the book and were able to answer questions surrounding what happened next.. and why did this happen... etc If slightly, engagement was lower than the day before as the children were distracted by the resources and props. This didn't affect their understanding as such, but concentration definitely dipped. We don't feel the props had as much of an effect as it did with the nursery children in the morning, but they seemed less impressed with this aspect. They were all willing to answer questions. We covered all areas of our planning, despite the use of think-pair-share strategy.
3. What went well? What could have gone better?	<u>What went well?</u> • We structured the room to avoid distractions and kept resources and props at a distant to not fully distract their attention. • We changed the seating arrangements so that lower ability were sat next to higher ability, and this stopped the fuss and distraction of the day before • They were able to answer questions well and have their own independent input. • They were able to remember the story from the previous day • They were much better with the characters and we covered this many times- this was evident in the drawing activity • Element of science included with the sail and the wind • Copied the actions of the puffer fish • Cross curricular links- counting

	<u>What could have gone better?</u> • Lower ability were extra distracted by their hats • Towards the end they started to reach for the toys • Didn't include think-pair-share, forgot the pair part • People coming in and out of the room- distraction in different environment as the previous room wasn't available • Thought the excitement level would have been as high as the nursery children in the morning- maybe seen these methods used before. Excitement didn't really fluctuate from day before.
4. Why do you think the pupils reacted as they did? (References)	• Higher ability seemed to show less excitement, but more understanding • Lower ability more excitement, general understanding • Resources providing a distraction rather than facilitation • Other people in the environment causing distractions • Recalling story from the day before- their age had an influence • Able to sit for longer and complete a drawing • Questioning to remember characters • Drawing activity of new characters, they couldn't remember the day before
5. Conclusions	We think that with this reception age the resources did facilitate the children's understanding and contributed to what they could remember. However, they did create distractions in the environment, and the excitement wasn't elevated for the majority.
6. Based upon your conclusion, what would you do differently? Do you have an action plan?	• Keep resources to limited contact so that they can concentrate throughout without added distractions • As their a bit older, utilise some more in depth AFL techniques to encourage more thinking time and imagination. E.g sabrinas imagination with the island.

Figure F: Pictures











Fun times with
buddies, new and old.
That's treasure worth
much more than gold.

