

Introduction and School Context

The following piece of work will aim to provide a detailed analysis of one child's holistic development. It will seek to include both ideas and justifications for next steps in learning and identify where any gaps in learning may be in an attempt to support the progress of the learner.

The primary school this study took place within (School A) sits in a small village on the outskirts of a busy city. In 2014, there were 413 full-time pupils between the ages of 4 and 11 on roll, taught in 14 classes, however this has changed since the most recent ESTYN report and there are now around 500 pupils on roll. Close to 6% of pupils are eligible for free school meals which is well below the national and local averages. Around 95% of pupils are of white British ethnic origin with a very small amount being from other ethnic backgrounds and no children are studying with English as an Additional Language. (ESTYN, 2014). The school is currently working as part of the Pioneer Schools network in developing the new Curriculum for Wales (Donaldson, 2015).

The focus child (Pupil A) is female, 5 years old and is currently in reception. The reception class is of mixed ability with no children having a Statement of Educational Needs or any Additional Learning Needs. Included in the provision in the classroom is a Creative Area, Role Play Area, Writing Table, Reading Area and a Tough Spot tray that is enhanced weekly depending on the topic.

Pupil A is considered as one of the more able learners in the reception class of 30 learners however still has areas of learning that need further development.

DATA COLLECTION

Research suggests that students learn best when they are actively involved in the process (Davis, 1993).

To examine a learners holistic development means to look at every aspect of a learners development rather than to pigeon hole a specific area. Holistic Development is an approach to learning that emphasises the importance of the physical, emotional and psychological well-being of children, particularly in early childhood (Foundation Education, 2018). Within the foundation phase, generally you will find that learners study Mathematics, Literacy and what is often referred to as topic or project work which usually encompasses a number of areas of learning and experience from literacy, to creativity to geography, to health and wellbeing.

A number of methods have been used and many of these methods sit comfortably within the Mosaic approach (Clark and Moss, 2011). Using this approach allows the researcher to consider pupil voice and perspectives upon themselves as learners, which is useful when evaluating pupil progress as it gives you a real opportunity to assess development, rather than what you would assume from viewing their work alone. In recent years, listening to children and paying more consideration to their needs has become increasingly significant which allows for this method to be particularly fitting in today's educational climate.

One of the main aspects of The Mosaic Approach is observation. Christine Hobart, (2004) describes how a full written record of a child's activities during a programmed period of time can allow teachers to create a full record of the following:

- Specific activities the child has selected
- Areas of the learning environment he/she has been working in
- With whom he/she has interacted
- With whom he/she has spoken
- Evidence of expressive language used

As a method, observation is something that the majority of teachers use on a daily basis as part of their Assessment for Learning techniques and therefore, its inclusion as part of this approach is natural and unobtrusive. Furthermore, non-participant observation is used regularly in tangent with other methods (Liu and Maitlis, 2010) allowing for more detailed and reliable results. Therefore, being used alongside interviews and samples of the child's work, data should be formative and valid. However, whilst using observation it is important to consider the fact that there are going to be situations that are missed, particularly whilst you are working with other learners and not able to continue observing (Roger Sapsford and Victor Jupp, 2006) Furthermore, interviews are arguably strong as a method as they are able to capture both factual and meaningful information (Kvale, 1996). Through conducting unstructured and informal interviews with both the selected learner and the class teacher the researcher is able to gain pupil voice and perspectives as well as providing opportunity to learn about the child from someone who has worked with them for a longer period of time which allows the data to become more valid and reliable (Cohen et al, 2011). Also, similarly to observation unstructured observations can be seen as part of a normal day, as the teaching profession relies upon talking to people (Eric Drever, 2006).

All evidence selected and considered during this process are ultimately going to be evaluated using the ASK Approach. This approach was developed by Nottingham (2013) and allows you to consider learners in a holistic way by acknowledging the roles of learners' attitudes, skills and knowledge. This method of evaluation complies with Professor Graham Donaldson's ideology which endeavours to make the new Curriculum for Wales as holistic as possible.

Whilst undertaking all the work involved with this study, it was essential to ensure that all ethical considerations were taken into account. Prior to undertaking any research, I confirmed with both the class teacher and my senior mentor that it was allowed to take place by explain what the task would entail (appendix 1). I also confirmed that all work would be kept anonymous and that throughout the course of the work, anonymity of both the school and the learner would be of high importance. It was also imperative to confirm that if at any time the participating child did not want to comply with what was asked of her (eg during unstructured interviews) that this was fine and that

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participation was not mandatory. All considerations and actions are in compliance with the most recent BERA guidelines (2011).

Analysis of Learner

Pupil A is a generally well-rounded learner, in that her ability is for the most part equal in the majority of subject areas. Through conversation with the class teacher, it became apparent that Pupil A has a lot of academic potential, and if nurtured and supported throughout her time in the foundation phase, end of Key Stage outcomes in two year's time should reflect this.

LITERACY

The school uses the Read, Write inc (RWI) programme as their means of providing literacy sessions. This strategy is commonly used in the United Kingdom and research suggests that it generates great progress and development for learners involved with some schools stating that learners have improved reading ages by 24 months in 6 months. It is also a way to ensure consistent practice throughout the school (Oxford University Press, 2013).

The learners in School A are placed in ability level groups throughout reception meaning that classes are mixed based on ability throughout the year group. Pupil A is in a group that is identified as "ditties", this group are beginning to read and write independently but this strategy enables them to still have support in the form of modelling and red/green words. As evidenced in appendix 5, during RWI pupil A is able to form her letters correctly the majority of the time and her independent writing is usually concise and eligible, particularly when she is provided with the scaffolding that the programme provides.

An aspect of the learners' development that I have found particularly noteworthy, has been the link between her oracy skills and her reading and writing. Bishop et al (2004) states that "it is well established that oral language competence underpins the development of literacy" however pupil A does not exhibit this ideal. Pupil A has outstanding oracy skills, particularly in social situations where she feels comfortable and at ease usually with a handful of close friends or a trusted adult. This does not however translate into the written work that she produces. She can comfortably and confidently communicate her intent and her ideas however she often struggles to transfer these ideas to her written work. Often due to not being able to effectively access and write the words she wishes to use. However, Julie E. Dockrell and Vincent Connelly (2009) suggest that differing models of writing development do not explicitly classify oral language as central to the writing process which empirical evidence has suggested is the case with pupil A. It is however, essential to consider the fact that at such a young age, it may just be that her writing skills have not yet caught up to her oracy levels and that given time a more even level of development may occur.

Pupil A is a relatively confident reader and is beginning to blend sounds and decode words effectively in order to read the words that she finds difficult to comprehend. Through observation, it has been noted that Child A needs to improve accuracy and fluency whilst reading aloud (appendix 2 and 3). It is sometimes evident that she is unsure and will look to the adult working with her to support her in decoding the word.

Suggested Next Steps

Pupil A displays a lot of potential and with the right amount of encouragement and support both within school and at home she will be able to thrive. In order to encourage the learner to progress with her writing skills, activities should be incorporated into the daily Read Write Inc sessions that will allow for her to further develop her independent writing. Although on the whole, she is able to construct a sentence that is both legible and concise she also is often seeking support and reassurance in order for her to complete the task which could mean that she is not completely secure with the content. By developing her independent writing skills in this daily session she will be able to transfer these skills to other areas of learning. To do this, it would be useful to provide resources such as “word walls” or “word banks” that can help scaffold her learning without the need to ask for support.

Although letter formation is not a large area of concern for pupil A, it is still important that it is developed and improved as Pupil A moves through the school. In order to do this, opportunities could be provided at the end of a Read Write Inc session for her to practice on a white board, or as “close the gap” marking following an activity. Additionally, the school already has in place a system where the “sound of the week” gets sent home with the children to work on with parents, so I would also suggest sending home worksheets would allow for pupil A to practice writing her letters accurately (Appendix 6). This would also further bridge the gap between school and home life.

To develop Pupil As reading skills, it is vital that more time is allocated to her for 1:1 reading. Whilst reading in RWI sessions daily gives her an allotted amount of time, it is evident through observation that at times, through working with a peer rather than an adult, mistakes in reading are made without being corrected. Taking this into consideration, 1:1 time with an adult will allow for these misconceptions and mistakes to be rectified in order for reading to be improved. The learner should also continue to take a book home weekly to read with parents to ensure that learning is continued at home.

MATHEMATICS

In this particular school setting, the learners are set in ability for maths sessions from reception right through the school to year 6. Pupil A is in the top set and when asked about her favourite subject, the learner immediately responded with “maths” and when prompted further added that she likes the subject because she is “good at it”. Interestingly, maths is an area that the learner tends to need a little support in during focus tasks. However, samples of work provided (appendix 5) highlights that this could be due to levels of confidence rather than her actual mathematical ability as work completed by the learner is usually correct. Which highlights how observation and multiple samples of work show conflicting results. Maslow suggested that self-esteem is one of the most important aspects of self (McGuire, 2012). Her levels of confidence in this subject relates to the attitudes section of the ASK Model (Nottingham, 2013) in that it highlights Pupil As attitude towards her learning during carpet. Yet, it is important to remember that this only relates to this time and not to the learner as a whole as whilst completing a focus task, Pupil A is always engaged and inquisitive and clearly displaying her desire to succeed.

As noted during observation, within whole class inputs Pupil A is not overly vocal and does not tend to raise her hand to offer an answer. Liu (2001) discusses the idea that there are four types of student behaviours in the classroom. These are: full integration, participation in the circumstances, marginal interaction, and silent observation. Pupil A is generally fluctuates between marginal interaction, and silent observation. Again, this could relate to the aforementioned point in that confidence could keep her from speaking out. Students can become passive in classroom discussion due to self-limitations such as low levels of self-confidence or fear of failing. This means that they become less engaged in classroom discussions (Fassinger, 1995; Gomez, Arai & Lowe, 1995). A conducive classroom environment should involve two-way interaction between students and teachers so this needs to nurtured and developed, particularly in regards to Pupil A.

As evidenced in the sample of work in appendix 5 the learning outcome was “to be able to identify properties of 3D shapes”. The work sampled was completed accurately and with confidence. Throughout the session, AfL techniques were used, particularly questioning, for myself to be able to gage her level of understanding. It was clear that she was aware of the objectives and with only a small amount of support she was able to complete the task. When later asked about what she had been learning, she was able to confidently describe her learning in a clear and concise way, highlighting to myself that she had a firm interpretation of the topic covered. Only a small amount of support was provided during this task, which mainly involved reminding her of the three properties.

Similarly to literacy, as appendix 2 and 5 highlights, pupil A sometimes struggles with number formation and in some cases, her numbers are written backwards. It is not unusual for young children to write letters or numbers backwards and it does not affect her ability to complete maths activities accurately, however it would be beneficial if she is encouraged to work towards amending these inaccuracies.

Skills met within the sample pieces of work include: take away objects to find 'how many are left, solve simple problems in a practical situation that involve simple addition and subtraction up to 5, sort and classify objects using one criterion. Pupil A is currently reaching Outcome 3a – 4c in this area of learning. By the end of Year 2 the learner is predicted to be at outcome 5 with the possibility of her achieving an Outcome 6 if she continues to be challenged in her learning. (Foundation Phase framework, 2015).

Pupil A is an able learner and therefore should be challenged as such. She is able to grasp what could be seen as complex ideals for her age and development level and apply them in her work without a lot of support.

Suggested Next Steps

Pupil A's main barrier in mathematics appears to be her confidence. In order to develop this, it may be useful to ensure that purposeful praise - for example telling her that she has done a good job – is used intermittently throughout focus tasks. Roberts (2002) highlights that praise needs to be a genuine recognition of efforts and achievement. She furthers this by stating that if praise is given too freely it could become meaningless, in turn this could have a negative effect on Pupil A's well being as well as her ability to remain confident in mathematics. Boaler (2016) discusses the idea that learners need a growth mindset in relation to mathematics (Carol Dweck, 2012). A growth mindset approach may lead to increased confidence, decreased anxiety about learning and thus lead to increased achievement in mathematics (Hembree, 1990). In regards to Pupil A and her reluctance to participate in class inputs, this could be due to her being scared to make a mistake. Boaler (2016) suggests that "mistakes are not only opportunities for learning ... but also times when our brains grow, even if we don't know we have made a mistake". So it is therefore important not only for Pupil A's development, but all learners in the classroom that children are clear that making a mistake is not a bad thing and that having an attempt is important.

A way to allow for participation in class warm-ups and carpet time could be to use Assessment for Learning (AfL) strategies such as lollipop sticks and randomiser apps which will not make the teacher reliant upon raised hands for answers. This way Pupil A may be called upon, not only allowing her to actively participate in the learning but allowing for the teacher to gain an insight into her understanding. It is important to appreciate however, that this method can generate bad feelings for children who do not have the self-esteem or confidence to participate (such as Pupil A).

Also useful would be to provide more opportunities for the learner to apply what she has learned independently. Mike Gershon (2014) suggests that "being able to think and act independently remains one of the most important skills that a student can learn". This could be whilst during a focus task with the teacher or LSA or during enhanced provision opportunities. Giving the learner these opportunities could in time enable her to feel more confident about work she is producing, and in turn give her the confidence to share her ideas with peers and adults in the classroom.

Another way forward for Pupil A could be to use “close the gap” marking to set challenges which will help to see if work is fully understood and if they are ready for next step. A way in which to further this and to confirm that pupil A is being challenged would be to extract skills from the Foundation Phase Framework that are for year 1 pupils. As pupil A is currently in Reception, using these higher skills should allow for the learner to think deeper in her learning. Debbie Light (2017) argues that learning should be difficult, and that if we do not challenge and learners in this way, that we are setting limits on what learners can achieve. However, in regards to Pupil A, it would be essential to evaluate the effect that this would have upon her well-being, as if work is too hard it may affect her ability to “have a go” and as previously mentioned, empirical evidence shows that pupil A does have confidence issues which I would not want to be further impeded by this intervention.

HEALTH AND WELLBEING

Pupil A is generally social within the classroom. Although she can more frequently be found with one particular friend, she is able to socialise with other members of the class comfortably and confidently, particularly when she is feeling confident in the environment. She has been observed as being most vocal during unstructured learning opportunities around the classroom where she is able to choose her own learning than when she is sat in a structured activity with the teacher or learning support assistant (appendix 2).

Furthermore, outdoors at play times and lunch times Pupil A seems to be more reserved and is increasingly dependant upon her closest friend. It is very unlikely that she will be seen with a different friend during these unstructured play times. She is also more confident when interacting with a familiar adult. At the start of my time at the school, pupil A was far more reserved with me than she is now, highlighting how in order for her to feel comfortable and like she can share thoughts and ideas with you, she first needs to build a sense of trust with you.

Pupil A is usually happy and even when injured does not tend to get overly emotional. I have not observed any instant where she has expressed upset, or general discomfort within the classroom.

The learner is currently working towards an outcome 4 in this area of learning as she is able to achieve most of the criteria such as controlling her emotions and adopting her behaviour to fit the situation she is in. (Foundation Phase framework, 2015).

Suggested Next Steps

Daniels (2012) discusses the ideal previously highlighted by Vygotsky (1978) that social interaction and social play between children is fundamental in all children's development. Social interactions in school are arguably the main influence upon children's relationships and have an overwhelming affect upon their social and emotional development. Bronfenbrenner (2009) highlights how the more social interaction children receive in the microsystem (in this case the classroom) the easier it is for them to develop secure relationships and to develop holistically. Therefore, it is essential that learners are provided with situations that makes social interaction accessible. In regard to Pupil A this could involve ensuring that more group work is implemented in order to introduce her to more diverse social situations. These groups could also be of mixed ability that would allow for pupil A who is a more able learner to share her knowledge with peers. This could in turn allow her to feel more confident and at a young age, other learners are less likely to feel discouraged by a peer being the more knowledgeable other (Vygotsky, 1978).

Baines et al (2008) discovered through their study into the use of group work in early years education that if used effectively, it can raise levels of achievement and allow children to develop social skills that are transferable to other parts of their school day including playtimes and free time which highlights how useful this could be for Pupil A. However it will be important to monitor that the learner does not become passive within the group. According to Wade (1994), most students can obtain the benefits of group work, such as the enjoyment of sharing ideas with

others and learn more if they are active to contribute in class discussion. Therefore, in order to raise Pupil A's self esteem and confidence a intervention group such as a social group may be a useful strategy. These groups allow learners to socialise with children they may not be familiar with in an enjoyable, pressure free situation.

Pupil A is a happy, well rounded student, however some intervention by previously mentioned groups may encourage her to develop more confidence and to increase her circle of friends. In turn, these next steps may enable the leaner to reach an outcome 5 or 6 by the end of key stage.

Project Work

Pupil A often shows signs of having interest in creative activities. Although she may not be the most skilled creatively, her love of it is apparent. As previously mentioned, when choosing provision in the classroom, she often gravitates towards creative activities where she can either create or role play (appendix 4

Creativity in education has in recent years become a focus in both curriculum and pedagogy Anna Craft and Emese Hall (2015) and creativity is nurtured particularly well during project sessions. These sessions can be seen as being the most holistic part of the school day in that most sessions tend to encompass numerous areas of learning; particularly creativity. As evidenced in appendix 5, the activities learning objective was to “Label the parts of a ship using correct terminology”. Although the main objective of this task was literacy based, the children were also asked to design and draw their ship, allowing room for creativity. Pupil A was eager to participate in this task and throughout the task was enthusiastic about it.

As part of the aforementioned piece of work, learners were also participating in an experiment with the Learning Support Assistant (LSA). This experiment was to examine and select differing materials and to test their ability to sink or float. Pupil A was reportedly engaged from the start and was able to make informed decisions about her selections. She was able to conclude that a piece of material would “sink because it has holes in it”. She was further questioned by the LSA who asked why she thought this and pupil A was able to respond by stating that “water would go inside.” Highlighting her ability to both process and answer higher order questions. Bloom’s Taxonomy (1956) is central in this and relates to numerous areas of the ASK model including curiosity, communication, resilience and intellectualness (Nottingham, 2013).

Another piece of project work that all the learners participated in was practical and involved looking at a map and being able to identify key features and then to follow this map around the school grounds accurately. This was a situation where pupil A thrived. Although she was reserved in sharing ideas with friends in her group, she was able to come to either myself or the LSA and tell us both what the symbol on the map represented and where she would be able to find it. Although her leadership skills here were not strong, her knowledge and understanding of the task was evident from the beginning of the activity.

During all of these pieces of work, Pupil A was able to comfortably access a number of Knowledge and Understanding of The World skills such as exploring and experimenting, thinking about how they will know if something has worked, use and make simple maps, to find where places are and how places relate to other places and thinking about what might happen if. Through this unit of work the learners have also been able to achieve Language, Literacy and Communication Skills such as: produce pieces of emergent writing, write words, phrases and simple sentences and read back own attempts and Creative Development skills such as explore and experiment with a variety of techniques and material, make choices when choosing materials and resources and reflect on their own and others’ work (Foundation Phase framework, 2015).

Suggested Next steps

In order to ensure that Pupil A is continuing to make progress throughout project sessions, it will be of importance to ensure that activities planned are engaging and challenging, whilst still encompassing an element of creativity and intrigue. As pupil A is confidently achieving the learning outcomes for all Project tasks (appendix 5) a way in which to challenge her and continue to allow her to develop skills already achieved, would be to see if she is able to transfer these skills into another area of learning. A skill in which this could work particularly well would be Digital Competence. For example, pupil A worked confidently to design and label a pirate ship (appendix 5), therefore a way to challenge and expand this learning could be to see if the learner could translate the already learned knowledge through another means such as using an app on an Ipad to create rather than using pen and paper. Professor Graham Donaldson (2015) aims for the upcoming Curriculum for Wales to be holistic. Therefore, encouraging this transference of skills would be a way in which to develop this ideal whilst still encouraging the learner to apply previously learnt skills in a new context.

Working well in some schools, is the use of learners as the teacher. In areas of learning where learners have excelled, the learner is then used to show this work to other classes, essentially becoming the teacher. Active learning strategies such as this are successful at engaging the learner in learning process (Colin Hussey, 2013). Again, with the confidence issues Pupil A is currently facing, it is important to consider the fact that this could impede the strategy. However, it could be something to consider further down the line. It will also be essential that there are ample opportunities for the learner to develop and follow creative endeavours. This could be through enhanced provision or focus tasks with the teacher or LSA.

CONCLUSION (250)

All evidence collected is appropriate and representative of the time I have been teaching pupil A and evidences that although there are targets and areas to improve, she is a generally well-rounded learner. However, this information does not show her development throughout the whole year. It is a small sample of evidence that provides a limited snapshot and therefore may not be the most reliable source to use for determining Pupil A's next steps. It is also apparent that information may have been missed, as due to the general ideology of the Foundation Phase, the observed child was not always working with myself and at times would be with other members of staff or learning independently. I would conclude that her main area of development that covers all areas of learning would be to develop the learner's self-confidence and mindset. It has also become apparent to myself through this process that observations should be a part of your daily teaching routine as it has become clear that some aspects of a learners development cannot be evaluated through looking at a piece of work a learner has produced alone.

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Appendices

Appendix 1.

Letter of consent from school.



RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identity of the learner or the school within their assignment. Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

STUDENT NAME (PLEASE PRINT): Hannah Sharland

SCHOOL NAME (PLEASE PRINT): _____

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

LAUREN ELLIS

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

LC

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

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 2.

Observations

**Learner Observation Form**

Name of learner(s): LB Class: REC

Time:

Date: May 2019

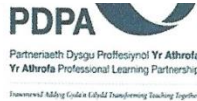
Activity: Health + Well being

Comments

- L secure with G friendship
- More social in role play area + free play
- Not part of large group outdoors
 - ↳ usually G + 1 or 2 others
- low confidence / self esteem
 - ↳ talkative if she feels secure
- Often overpowered by bf.
- Injured but was able to self regulate + control emotions/response
- Always happy.

What needs to be done to move the learning on?

- Social group / Elsa (6 week)
- More group work



Learner Observation Form

Name of learner(s): LB

Class: REC

Time:

Date: May 2019

Activity: Maths.

Comments

L is generally quiet during input
 ↳ will join ^{whole} group ~~in~~ warm up but rarely raises hand to answer questions indp.
 ↳ hard to gage if work is understood due to lack of participation.

↳ During ft. L is able to ask qs about learning + explain what it is shes learnin
 ↳ Work is accurate
 ↳ Needs reassurance that work is correct

What needs to be done to move the learning on?

- Encourage learner to gain more indp.
- Use Af1 (randomiser, sticks) to aim for participation

Learner Observation Form

Name of learner(s): LB

Class: REC

Time:

Date: May 2019

Activity: Project

(Science, History, Geog etc)

Comments

- h enjoys these sessions as they usually encompass creativity.
- Does not like to be leader in group work. (even if secure in knowledge)
- Is able to meet LOs
- Quiet during input but shares ideas during FT.
- High set due to ability to communicate + develop ideas

What needs to be done to move the learning on?

- Try transferring skills to other mediums (DCF)
- Peer teaching
 - ↳ supporting LA members of class
 - ↳ improve confidence?
- Positive Praise
 - ↳ meaningful (more than 'da iawn')

Learner Observation Form

Name of learner(s): LB Class: KEC
 Time: 9-10 am daily Date: May 2019
 Activity: RWI

Comments

- Does not work well with partner
 ↳ mistakes in reading not being corrected
- Higher oracy skills → R+W do not match.
- Beginning to write indep following programme.
- Letter formation sometimes inaccurate
- Can access most phonic sounds confidently
 ↳ blending is improving
 ↳ is beginning to understand concept of 'red words'

What needs to be done to move the learning on?

- Work on letter formation → worksheets?
- Develop indep writing (rather than 'hold a sentence')
- Move seat in class → not working well with current partner
- Ensure reading is accurate
- Try to increase R+W to match O.

Appendix 3.

Reading record

Name of learner:

Reading age (if known):



C11b

Reading record

Date	Title of book and page numbers read	Type of book e.g. fiction, play, poetry	Comments (e.g. reading for enjoyment, recognition of words, understanding of text, interpretation, range of reading)
WB Apr 29	The chimp can win 3x	Fiction	Both times reading this book I has been confident. Red words concise + clear.
WB May 6th	6 rats in red hats 2x	Fiction	I read this book better the 2nd time - much more fluent with good phonic knowledge
WB May 13th	My dog ned 2x	Fiction	I struggled with some words in this book - tried to use phonic knowledge but still had errors.
WB May 13th	My exercise diary 1x	Fiction	I used methods learnt in RW1 to decipher words in this text. Confident read only a little support needed.

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

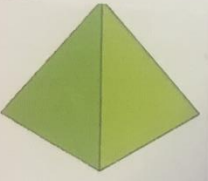
Appendix 4.

Photos Pupil has taken of her learning environment



Appendix 5.

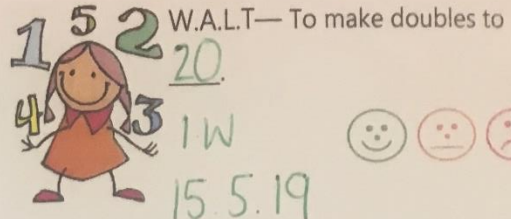
Examples of work from multiple areas of learning.

Shape	Faces	Edges	Vertices
	6	12	8 ✓
	1	0	0 ✓
	3	2	0 ✓
	5	8	3 ✓

1 5 2 W.A.L.T.— To recognise properties of 3D shapes 21.5.19
4 3

☺ ☹ ☹

A little support needed to count vertices



$$2 + 2 = 10 -$$

$$10 + 10 = 20 -$$

$$1 + 1 = 2 -$$

Da iawn.
☺

$$8 + 8 = 0 -$$

$$4 + 4 = 8 -$$

$$2 + 2 = 4 -$$

$$100 + 100 = 200 -$$



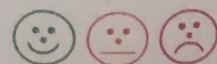
"I had 14 coins then the robber pirate took 10 away so in the end I only had 4 coins left".

$$14 - 10 = 4$$

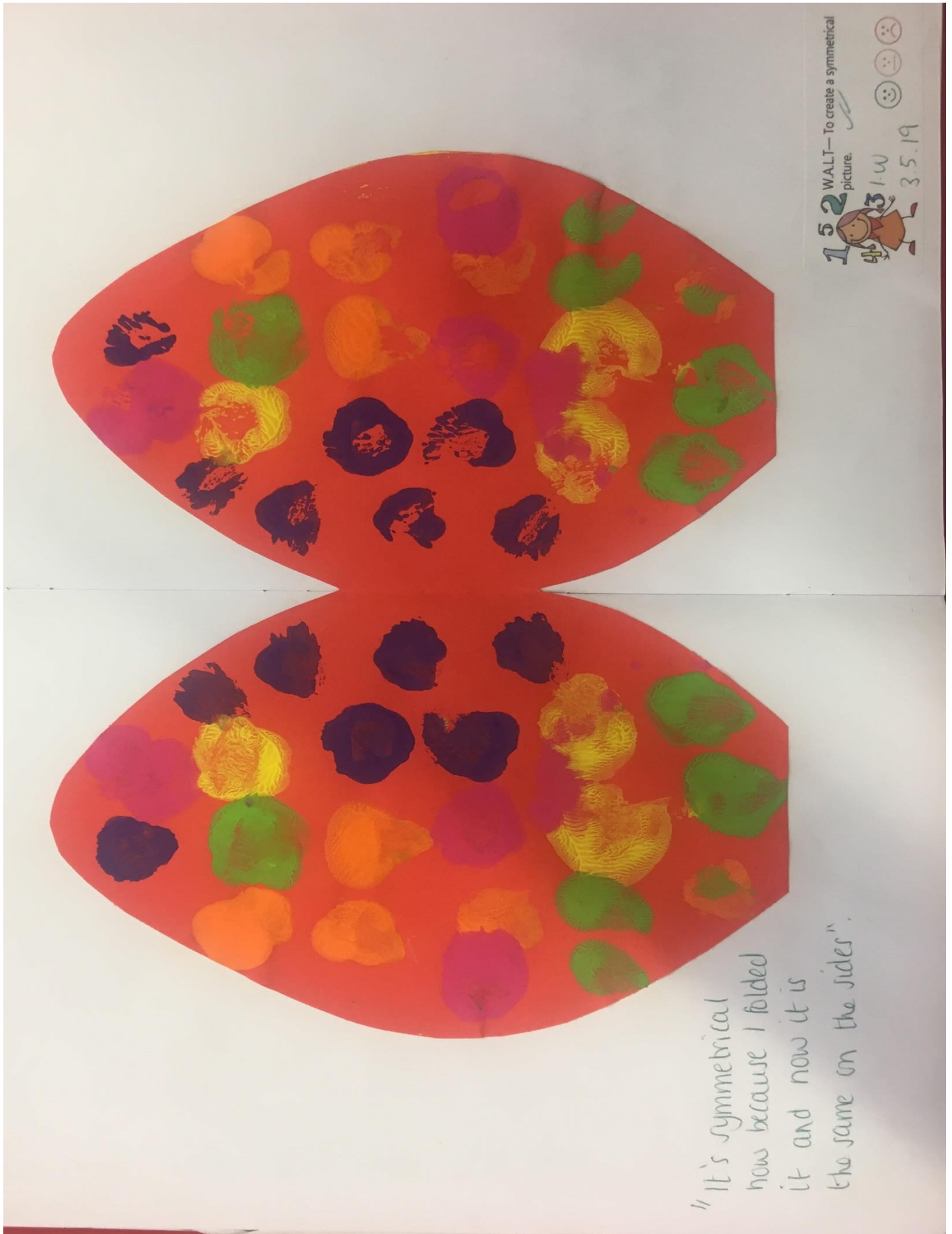


W.A.L.T— To subtract by taking objects away to find out how many are left.

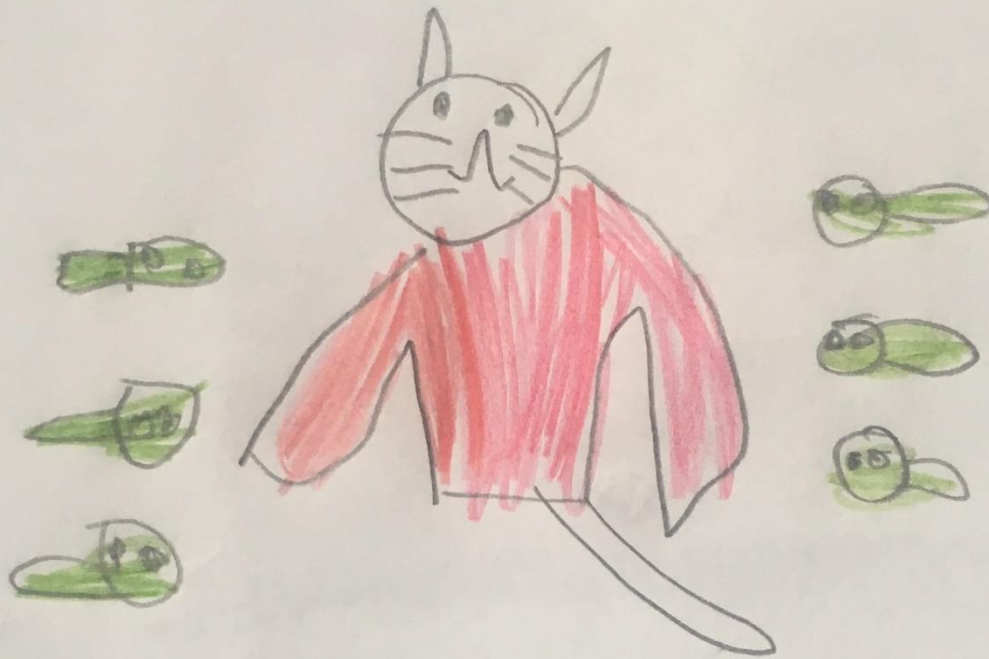
I.W



7.5.19



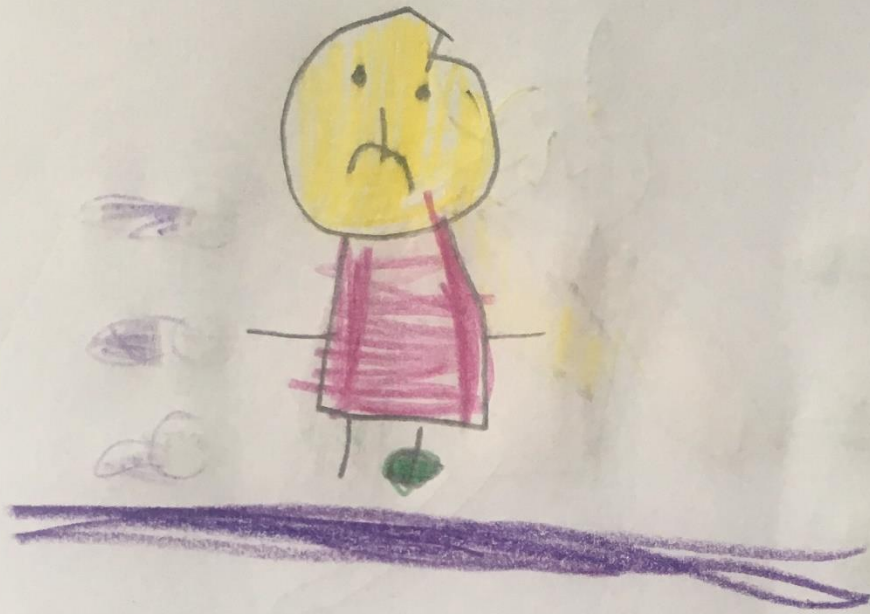
Friday 24th May 2019



Fat cat had
six fish.

Well remembered, [REDACTED]! You have
written beautifully! (Iw)

21st May 2019



There is melancholy.
Vet an net.

Good choice of sentence, [REDACTED]! I

Love how you have used the word

'melancholy'! (TW)

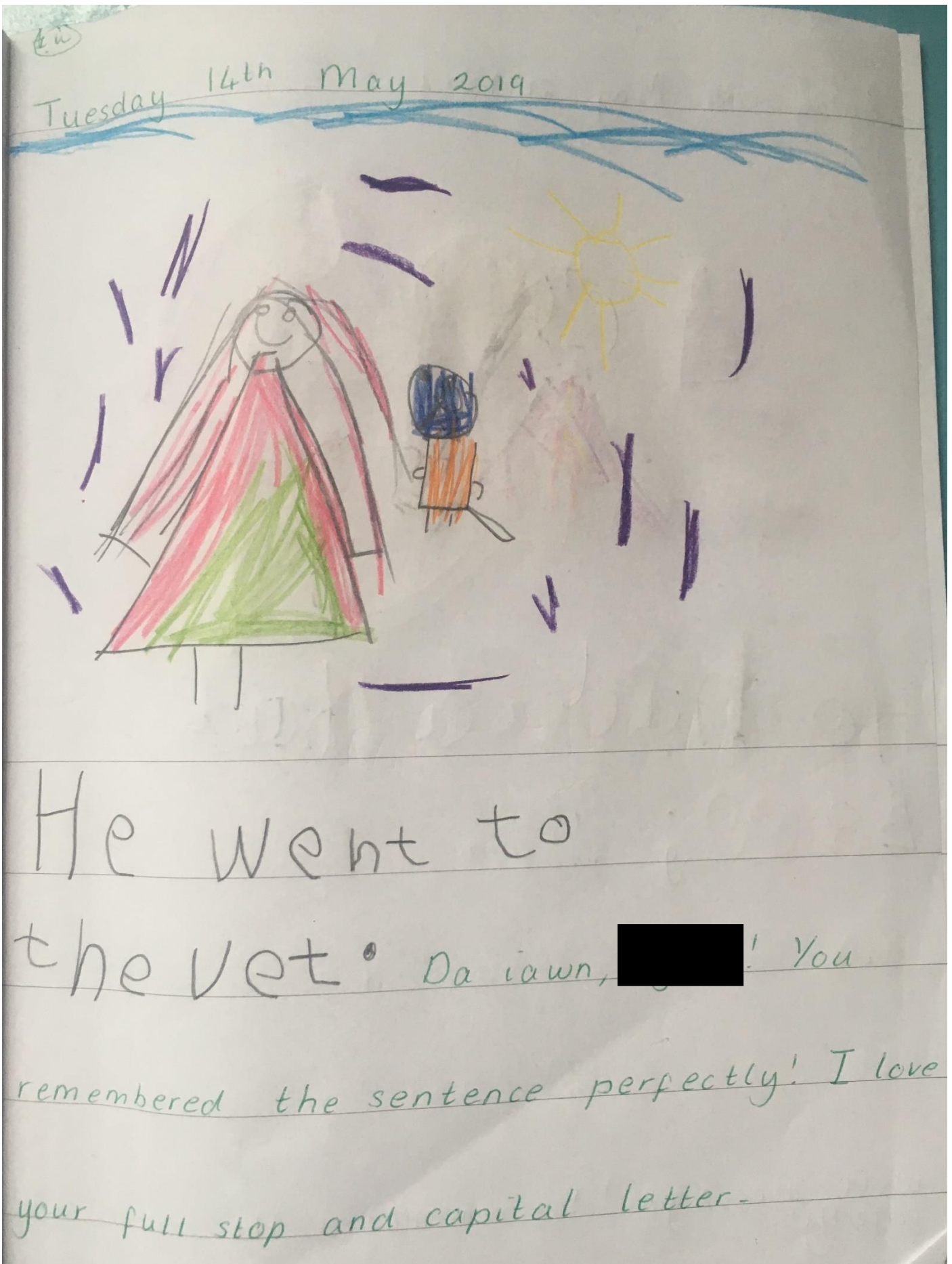
Friday 17th May 2019



He had a bad
Leee;

Well done
perfectly!

██████████ You remembered the sentence



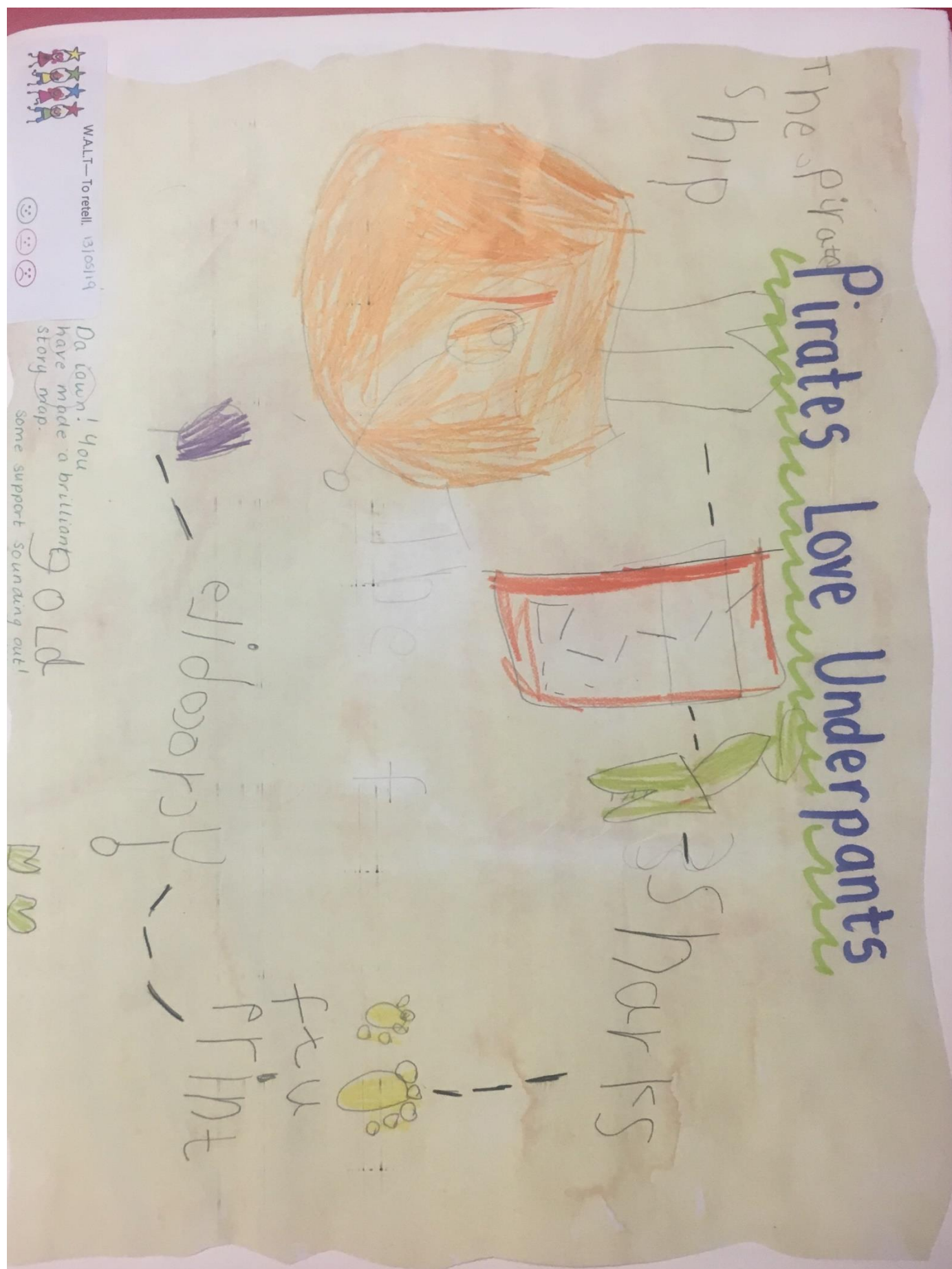
Wednesday 8th May 2019

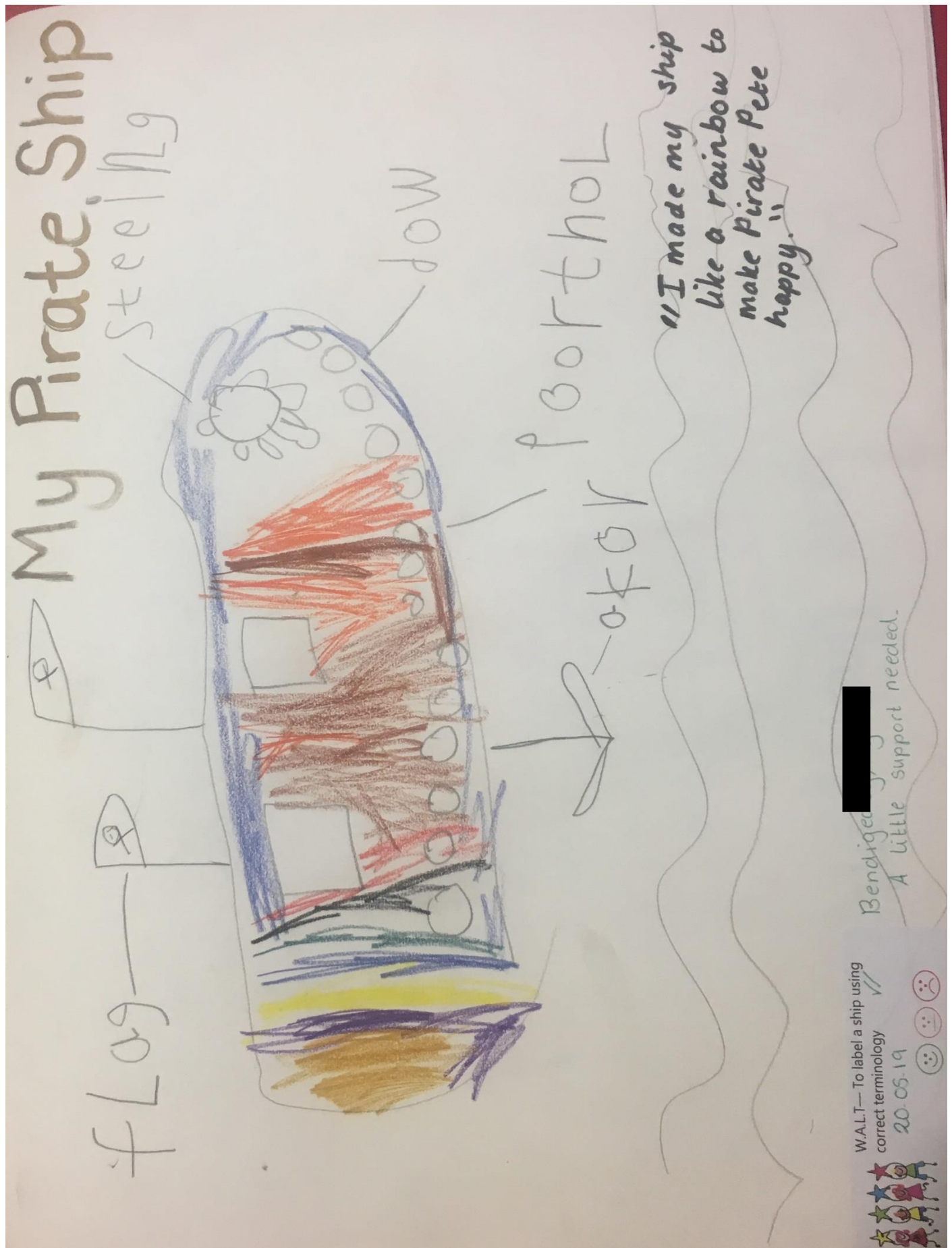


The chimpan win!

Well done for using the blend 'ch' to spell

chimp correctly.





Appendix 6

Suggested resources

Writing a



Carefully trace over the letters.

a a a a a a a a

a a a a a a a a

a a a a a a a a

a a a a a a a a

a a a a a a a a

a a a a a a a a

Now write your own on the lines below.

Writing Numbers

Carefully trace over the numbers. Start at the big dot.



1 1 1 1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9 9 9 9