

Module: School Development and Pupil Progress

Module Code: M7X02151

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

Introduction

The purpose of this assignment is to analyse a pupils' holistic development and subsequently identify the succeeding steps to enhance the pupils' development. The data amassed for the pupil analysis will adopt the Mosaic Approach (Clark and Moss, 2011) which views the child as the expert of their own learning. The analysis of pupil observations, pupils' work, photos and interviews will form the basis for the analysis of the pupils' holistic development. A target child was elected from within my class because although she was working at the expected level or above the expected level for her age in particular areas of the Foundation Framework there were specific areas which necessitated progression.

The target child is a pupil at a large Primary School on the outskirts of the city of Newport in South Wales. The Primary School has 440 pupils Nursery to Year 6 taught in fifteen classes. Child A is a Year 1 pupil in one of the two form entry classes of 30 pupils (17 females and 13 males). The School has considerably low eligibility for Free Schools Meals with only 4% entitled, which is considerably lower than the national average of 18% (Estyn, 2019). 7% of pupils have been identified as having an Additional Learning Need (ALN) which is considerably lower than the national average of 21% (Estyn, 2019). The School has been working in partnership with the Welsh Government on the new curriculum and is a pioneer school for the Language, Literacy and Communication Area of Learning and Experience (AoLE).

Data Collection

The data collection was collated using the Mosaic Approach (Clark and Moss, 2011) which views children as experts within their own existence. The Mosaic approach affords an innovative framework which concentrates on children's perceptions through discussion, photos, tours, observation and evaluation which affords the researcher to gain innate understanding of the individual child. In concurrence with the Mosaic approach Nottingham's (2013) ASK model will be employed to obtain a holistic view of the learning of the child. The ASK model examines the attitudes, skills and knowledge in a child's learning. In support of the Mosaic approach and the ASK model the methods of data collection consumed within the research were observations, interviews, photographs, feedback and examples of pupils work which were analysed collectively to provide a holistic understanding of the pupils' development.

Observation of a naturally occurring situation without any interferences permits the child to feel contented where the most accurate portrayal of behaviour and learning will be observed (Gratewell and Burton, 2008). However there are limitations to this method; fundamental events may have been missed, potentially challenging to record all that is proceeding and the detection of your observation by the child can cause a change in behaviour (McLoed, 2015). In addition to the collation of observations, pupils' work will be analysed. A strength of collecting pupils' work is that it provides a physical piece of evidence for analysis which can be easily referenced and used to monitor progression. A limitation of using pupils' work as data is that it may not necessarily portray the most accurate picture as the pupil may have been having a bad day, they could have copied off a peer or they could

have missed the introduction or activity input. A subsequent method of data collection are interviews which facilitate pupils to voice and share their thoughts and opinions on different topics which otherwise wouldn't be assembled. In addition interviews allow the researcher to obtain information regarding the pupil that they wouldn't necessarily acquire such as personal interests and dislikes and likes in school. In support of the ASK model, interviews facilitate the researcher to obtain deeper understanding and knowledge of a pupils attitudes, especially their desire to succeed and resilience. However, pupils may not be entirely honest during interviews as they may provide answers that they think the researcher desires and not necessarily their personal thoughts. An additional form of data is that of photographs taken by the child of their favourite places within school. These photographs encourage an honest response as the child is able to go and take the photographs without any adult supervision and there is no fear of being wrong. Furthermore the honesty and accuracy of the photographs will depend on pupil development and ability.

The target pupil for the analysis of their holistic development was elected because although she is a higher ability pupil in the preponderance of areas within the Foundation Phase Framework there are specific skills within these areas that are prohibiting her from achieving to her maximum potential. There are ethical considerations associated with conducting research in a classroom environment to safeguard the pupils, staff and researchers. The primary consideration was to obtain the appropriate permission from the School to include copies of pupils' work and photographs (Appendix 1) and subsequently from the Class Teacher to gather data regarding a pupil within the class (Appendix 2). In

accordance with the British Education Research Association (BERA) (2018) guidelines, the name of the school, teachers and the child will remain anonymous throughout the assignment. For the purpose of the assignment, the child observed will be referred to as Child A throughout the assignment and the school will not be named to safeguard their identity. Although Child A had granted assent, throughout the study she were reminded she had the right to withdraw at any point during the study and that it would have no negative consequences in accordance with BERA (2018) which state participants may chose to withdraw their consent at any time and for any motive. In compliance with the Education Workforce Code of Professional Conduct and Practice I commanded all rational precautions to safeguard all pupils' within my care. In compliance with the General Data Protection Regulation (GDPR) no more data than is necessitated will be collected throughout the research.

Analysis of Learner

Mathematical Development

Child A is a higher ability Mathematics pupil and has achieved the majority of the Level 4 Foundation Phase Framework outcomes. However, upon analysis there are specific skills that necessitate further development to support Child A's future progression. Although Child A is a confident individual she lacks confidence within the area of mathematics. This lack of confidence is potentially the principal cause of her not achieving consistently within the Level 4 outcomes. Owing to this lack of confidence Child A is reluctant to volunteer an answer whether it be to the class or within a small group environment.

Observing and working with Child A provided a detailed portrayal of specific areas of her mathematical development. During the sequence of lessons finding 1 and 10 more or less than a number it was identified as an area for development for Child A. Child A could use the number square to support her to find the number that was 10 more or less than a number however could not do so without the support of a 100 square or the bead bar. Child A articulated the process to find the number that was 10 more or less than a number but lacked the ability to identify the number without a resource. Child A recognised the pattern that the units of a number do not change when finding 10 more or less than a number and that only the tens number will change. In accordance with the ASK model Child A could be considered as having the knowledge and skills to accomplish the task however lacked the appropriate attitude to succeed. Child A has secure place value knowledge which facilitated the custom of correct vocabulary and understanding within her explanation. Child A used the vocabulary of tens and units when explaining the process on the 100 square.

The Mosaic approach recognised Child A does not have secure recall of her number bonds to 10 which was evident when adding a series of one and two digit numbers together (Appendix 4). Child A was not able to recognise the bonds of 10 securely to support her adding the series of numbers together. Child A was reliant on using the 100 square or her fingers as a scaffold to add the numbers together. Child A demonstrated clear understanding of how and why she had to accomplish these steps to find the answer as she was able to explain the process to a peer who was struggling, acting as a more knowledgeable other (MKO) to her peer. When Child A was calculating $6+4$ she first counted 6 fingers before counting another 4 to find the answer, a Year 1 skill from the Foundation

Phase Framework which affirms to use 'counting on' strategies to add two collections, starting with the larger number, *e.g.* $8 + 5$. Interestingly when questioned how many fingers she had on each hand she answered five so I asked did she need to count four fingers or could she have identified 6 was one more than 5 and put it up on her other hand to make 6 instead of counting each finger. When asked if she could do $6+4$ without counting her fingers she still replied saying she couldn't as it was too difficult. In accordance with the Attitudes aspect of the ASK model Child A exhibited she had minimal belief that she could succeed with this. Child A necessitates a positive attitude which will support her achieve different outcomes which she currently has a negative attitude towards.

Language, Literacy and Communication Development

Child A particularly enjoys the daily Language, Literacy and Communication sessions following the Read Write Inc (RWI) phonics programme. When interviewed (Appendix 9) Child A commented that the RWI lessons are her favourite lesson of the day as they involve two of her favourite things, writing and drawing. Child A takes tremendous pride in her writing and drawing during these sessions. Child A is beginning to work above the expected level in certain areas of Literacy especially her writing. During the re-tell of Barker the Dog where Child A had to write the story, Child A referred to the RWI Sound Chart (Appendix 10) independently to help her select the correct sound for 'er' in Barker. During the re-tell Child A exhibited that she is confident in completing the Year 1 skill to retell events from a narrative in the right order. The re-tell demonstrated that although Child A was reluctant to participate with the oral re-tell using actions she had listened and engaged with the story. On completion of the writing Child A was asked to re-read her work and make any

improvements. Child A was able to correct a few spelling and shorten some overly long sentences, a Year 2 skill within the Foundation Phase Framework. Child A's ability to improve her work demonstrates her desire to succeed and her ability to identify the skills necessitated for success in light of the ASK model. Child A is able to employ her RWI sound knowledge when writing other pieces of work (Appendix 7).

Child A however does not engage during the RWI sessions during the oral aspect. During the introduction of the session pupils are shown sound cards and word cards, Child A will say the sounds and words however often copies other children as she is not even looking in the direction of cards. During one observational session I asked her was she doing good looking, she immediately started looking at the Teacher but her engagement and concentration only lasted a few minutes before she was evidently looking in a direction away from the Teacher. The Teaching Assistant who conducts the RWI session commented that she is a very able reader, writer and has good sound knowledge but she is reluctant to participate with actions associated with the sessions. An example of this which I observed was the re-tell of the story Barker the Dog. Child A lacked engagement with saying the story and did not join in with the actions for the story. Child A understood the task when questioned and did join in, however with minimal enthusiasm which demonstrated she knew the actions.

Child A thoroughly enjoys reading and is currently working at the expected level within the Schools' reading scheme for her age. Child A regularly reads at home with her parents and is often keen to share books she has read at home with the class. She has access to a wide range of different books at home which she enjoys reading independently, to her older

sister and to her parents. Child A enjoys reading a range of genres however all the books listed as her favourite books are age appropriate fiction books. Upon observation over the weeks Child A engaged well with different books both when she was reading and when others were reading.

Child A generally has a strong passion for Language, Literacy and Communication as when I asked Child A to take photographs of her favourite areas within the classroom she took pictures of the reading area and the writing table (Appendix 11 and 12).

Personal and Social Development, Well-being and Cultural Diversity

Child A is working beyond the expected level for her age and is achieving the majority of the Level 5 outcomes for Personal and Social Development, Well-being and Cultural Diversity (Foundation Phase Framework). Child A has the ability to associate, cooperate and communicate appropriately in a variety of contexts with conversant adults and her peers. Child A was observed playing doctors within the role play area (Appendix 13) during free play with two of her closest friends. Child A was observed saying to her peers that they would take it in turns to be the doctor to make it fair. During this role play a boy from her class came over and took the stethoscope and oxygen mask which Child A had briefly placed on the reception table. Child A exhibited appropriate control of her feelings and modestly, calmly walked over to him and said that they were playing with those and please could they have them back. Child A was able to articulate to her peer, the class rule which states pupils should not take other pupils things that they were using.

Although Child A has awareness of her own feelings, views and beliefs she sometimes struggles to comprehend other pupils if they are different to her own. During a lesson introduction we were discussing ducks where by a pupil stated they have duck from the Chinese take away. Child A quite abruptly replied that take away meals were unhealthy and that children shouldn't be consuming them. When the other child replied that it was a treat and you were allowed to have unhealthy treats occasionally she responded that they weren't allowed in her house and that his parents were bad parents. However, this demonstrates Child A's knowledge and understanding of eating and drinking healthy to maintain healthy bodies (Foundation Phase Framework Outcome 5). To develop Child A's development within this area she will need to have understanding of other people's feelings, views and beliefs to move towards an Outcome 5 (Foundation Phase Framework).

Creative Development

Child A permits strong creative development which she consumes throughout all areas of the curriculum. Child A specifically enjoys drawing and creative activities where there are no limitations. During an interview (Appendix 8) she identified drawing during the Read Write Inc sessions was one of her favourite things. Using the Mosaic approach where Child A took photographs of her favourite areas within school she identified the craft area (Appendix 11) and the writing table (Appendix 12) as one of her favourite areas.

During the literacy sessions on completion of the writing task pupils are permitted to draw a picture to go with their writing (Appendix 15). Child A will take meticulous care to draw her picture and will rub out the smallest of errors within her drawing to ensure accuracy and contentment with her final drawing. Child A demonstrates the ability to select the

appropriate colour for her picture. Even during free play Child A will continue to consistently draw pictures carefully employing the relevant size and use the appropriate colour. Child A exhibits confidence and engagement during creative activities. Child A was observed regularly sharing her creative work with other pupils and explaining to others what she had created. After the creation of the hand print duck (Appendix 14) Child A demonstrated secure evaluation skills as she was able to identify that she could have used purple and green feathers instead of yellow and made reference to the picture of the duck where she identified the colours of the wing feathers. In addition Child A was able to evaluate other pupils work during a peer evaluation session using two stars and a wish. Child A identified a specific improvement for another pupils' duck handprint of ensuring they held their hand down firmly without moving to minimise smudging.

Child A has secure creative movement skills which are regularly observed through different performances during break times and at the time at the end of the school day where she will perform a dance routine with her peers. Child A is confident in the Outcome 4 skills of recognising and responding to sound and music which she can express through movements.

Physical Development

Overall Child A is achieving the expected level of physical development for her age and working above the expected level in specific areas (Foundation Phase Framework). Child A has strong body movement control which are regularly presented during play time activities, Physical Education (PE) and Forest School. Child A demonstrated effective dance and body movements which are occasionally seen on the playground but more commonly in the classroom during performance time at the end of the day. However, although Child A

demonstrated strong physical development attributes she was rarely observed engaging with physical activity during break and play times. John Moores University Liverpool (2009) conducted research which established girls participate in 6% less physical activity during playtimes than boys for the reason that they favour engaging in conversation with their peers.

Although Child A is not regularly observed running and playing at break times when she does engage in physical activity it is to a modest developmental stage. Within the Forest School session pupils were given time at the end for free play. Pupils' found a log and Child A was observed walking along the log. Child A had the ability to walk across the entire length of the log with no support from peers or the loss of balance. However, a peer suggested she jumped off the end of the log but she didn't have the confidence to do this without asking a friend to come and hold her hand. To progress Child A will necessitate to become confident in jumping off apparatus.

Child A attends an out of school cheer leading club. Child A brought in the trophies she had won at a cheer leading competition on the weekend to celebrate her success with her peers both in class and during whole school assembly. During Show and Tell Child A shared with the class her trophies and provided a brief explanation of the routine she had completed during the competitions before giving a quick demonstration of some of her routine.

Next Steps

Mathematical Development

A fundamental skill from the Mathematical Development (Foundation Phase Framework) which will support Child A in various areas of mathematics is to be able to use number facts within 10. Becoming secure with number facts within 10 will support Child A with numerous Year 1 Mathematical skills that are currently restricting Child A's progression. The participation within a small group numeracy intervention programme that focuses on specific skills for development will support Child A in achieving the outcomes expected for her age. There are numerous numeracy intervention programmes available which will support Child A's mathematical development. A crucial aspect of maximising the impact of the intervention is to ensure the custom of pupil voice. Article 12 of The United Convention of the Rights of the Child (UNCRC) states all children should have their views and thoughts considered and taken seriously. Before commencement of the intervention an informal interview should be conducted to obtain Child A's personal thoughts on Mathematics, specifically the areas she feels she struggles with and why. To maintain consistency with the mathematics programmes employed within the school Child A could receive two sessions weekly of the EAS Number Recovery intervention. The small group environment will support Child A's confidence as it will reduce the likelihood of Child A being worried about answering incorrectly. Vygotsky accentuated the concept that learners develop skills, knowledge and theories through social interaction. The intervention will help develop her confidence with the areas of mathematics she currently finds challenging where the likelihood of non-participation is reduced. Although the intervention programme is proposed to be run over a period of ten to twelve weeks, Child A would benefit from beginning the intervention on

commencement of the final half of the summer term. The development of the skills and areas identified will support Child A to make the appropriate progress within the expected skills before Year 2.

Through the analysis of Child A's development it was identified her confidence within mathematics was low. To build and support her confidence the Teacher or Teaching Assistant implementing the intervention will be required to use adequate praise and reward. Using the concept of pupil voice on commencement of the intervention the individuals within the group could share their likes to enable the relevant stickers to be sourced. From conversation Child A has identified she loves Frozen so the purchase of Frozen stickers would be perceived as an incentive and virtuous reward. As previously identified Child A has a passion for creative development. This passion for creativity could be incorporated into the Mathematics intervention to engage Child A within the activity. An example of this would be for Child A to draw and create her own number bonds to 10 flash cards which could be used within the intervention.

Language, Literacy and Communication Development

There are specific areas within Child A's Language, Literacy and Communication development which are restricting her from further development. Upon analysis of this area of development Child A's oracy development is the principal area for future progression which will support her development in subsequent areas. Child A communicated that she does not like joining in with songs, sequences and stories for two reasons; she is afraid she

will not be correct and that she generally doesn't enjoy this aspect. To support Child A's oracy progression she could begin by partaking within small group oracy activities. This small group oracy intervention should support Child A become increasingly confident with the Year 1 skill to join in, repeat or memorise rhymes, songs, poems and stories. A fundamental aspect within these sessions will be to ensure consistent and appropriate verbal praise and reward to support Child A's confidence. Child A's lack of confidence is preventing her from progressing in subsequent areas of the Foundation Phase Framework. The Class Teacher, Teaching Assistants and I can ensure we expend an increased custom of praise which will support Child A's confidence development. Simple verbal praise for joining in with songs and sequences will encourage initial participation. Upon interviewing Child A she disclosed a particular interest in Frozen so the acquirement of these stickers would be a positive primary movement.

Although the oracy within the Language, Literacy and Communication development is the principal area of development there are subsequent skills which could be developed. As previously identified Child A has a passion for reading which could be further developed. Managing a library type service for pupils who have a passion for reading where they can take a book home to read and then on return read a certain number of pages to the Class Teacher will allow pupils to read an increased range of books that are not available within the schools reading schemes.

Personal and Social Development, Well-being and Cultural Diversity

To further develop Child A's Personal and Social Development (PSD) Child A necessitates an increased ability to comprehend other people's views and beliefs which is an Outcome 5 skill. In support of this as a Teacher I would ensure to plan and employ increased opportunities for pupils to engage with discussion and debate. An example of this linking with the current topic would be to obtain pupils' opinions of where a duck would be happiest living. This would provide a diverse discussion as certain pupils within the class are from farming backgrounds where ducks roam free round the farm whereas others have the belief ducks live in your back garden. As the Teacher I could then pose the question of which is the best environment for a duck to live in which will lead to a further discussion where pupils' diverse views will be shared. Although a simple discussion, the Teacher can emphasise that all pupils' are correct however their individual beliefs and views depend on exposure to different situations. This skill would be the principal recommendation to support Child A's development in this area of the curriculum.

The recommendations of small group intervention and the introduction of games will support Child A's PSD and well-being as she will feel more confident to participate in a small group and will become increasingly accustomed to actively participating which should progress to within class. Overall, the participation aims to increase Child A's confidence which will support her holistic development.

Creative Development

To further develop Child A's progression of creative development, as a Teacher I would establish an art and craft club which is led by Key Stage 2 (KS2) pupils. The Key Stage 2 pupils will act as more knowledgeable others (MKO) with the principle of the theory that through

working cooperatively with higher skilled individuals; learners develop and internalize fresh concepts, psychological tools and proficiencies. Child A and other higher ability creative pupils could attend the club led by the KS2 pupils where they have the opportunity to create increasingly complex art and craft creations with the KS2 pupils acting as MKO's supporting pupils to accomplish the given task. Both Vygotsky and Piaget believe peer collaboration facilitates increased performance and development when at least one child is more advanced.

Owing to Child A's competent and compelling drawing skills (Appendix 15) Child A could run a drawing club for Reception children where she will be acting as an MKO to the Reception pupils. Providing Child A with leadership responsibilities will also help support the development of her confidence in sharing her ideas and skills with the younger pupils.

Physical Development

Although Child A's physical development is at the expected level for her age there are actions as a Teacher I would implement to further develop and support her physical development. Owing to Child A not regularly engaging within physical activity during break and lunch times in school I would introduce a small variety of playground games which would be of interest. There are a wide range of playground games including Duck, Duck, Goose, What's the time Mr Wolf?, Jump Rope, Tag and Hot Lava which are ideal playground games requiring no additional equipment. However, it is essential that Teachers and Teaching Assistants on duty support the implementation of the games to ensure the games are executed effectively in the introductory period. Ensuring the effective implementation will encourage all pupils to participate as the games will be run fairly and provide pupils with

a fun alternative during their break and lunch times. In addition the introduction of different ball games on a rota throughout the week would encourage physical engagement which Child A doesn't regularly partake in. Pupils could have a day of netball, football, dodgeball, tennis and rounders. Not only do these games afford physical development but they support the development of sportsmanship and collaboration.

An increasingly popular initiative being introduced within schools is that of the Daily Mile where by pupils run, jog or walk a mile on their playground or sports field. The Daily Mile not only aims to improve pupils' physical development and health but their well-being and mental health. In support of the National Health Service recommendations that children ought to participate in sixty minutes of exercise daily, schools have an increased responsibility to provide these opportunities to encompass physical activity wherever possible. Gray (2012) states children who are fit and healthy have an enhanced capability to multitask and accomplish challenging mental tasks which will support Child A's holistic development. There has never been more of a necessity to increase pupils' participation in physical activity with 27.1% of children in Wales being identified as overweight or obese in the 2016/17 Child Measurement Programme (Public Health Wales, 2019).

Conclusion

The data analysis identified Child A is working at the expected level in the majority of areas within the Foundation Phase and is working above the expected level in specific areas and skills. However, upon using the Mosaic approach Child A has been identified as not achieving all the skills within certain areas of the Foundation Phase Framework. The principal area of development for Child A is the progression within Mathematics. Child A is

insecure with some of the basic skills which are limiting her progression because these basic skills are necessitated to accomplish abundant mathematical tasks. The development of her number bonds of 10 will have an immense impact on other skills. The subsequent imperative area identified for development is that of Child A's confidence and self-esteem which will also support her development in other areas. Through the participation of the identified small group interventions and clubs Child A's confidence should begin to develop and flourish.

Although the Mosaic approach of data collection permitted a variety of sources of data the data on Child A was collected over a four week period because of the time schedule of the course. A limitation of this short period of data collection was that it only permitted analysis of the child over a very short period. Data collection over a prolonged period would provide an increased detailed and accurate portrayal of the child's holistic development where increasing effective intervention and next steps could be identified.

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Appendices

Appendix 1



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Consent form for taking photographs and filming

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to <u>Nicola Davies</u> as a representative of SWWCTE to:	
Take photographs	☒
Take video	☒
Tape-record	☒
(Tick accordingly)	
Name of Head teacher	<u>[Redacted]</u>
Signed	<u>[Redacted]</u>
Name of school	<u>[Redacted]</u>

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the GTCW Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee:	<u>Nicola Davies</u>
Signed:	<u>N Davies</u>
Telephone number:	<u>07968 928870</u>
Email address:	

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):	<u>PGCE Primary</u>
Date:	<u>29.4.19</u>

Appendix 2



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 identify 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): NICOLA DAVIES

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

L. Starke

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 3

1	2	3	4	5	6	7	8	9	10	31	41	51	61
1	more	than	12	=	13	-	1	less	than	12	=	11	
10	more	than	14	=	24	-							
10	less	than	14	=	4	-							
10	more	than	23	=	33	-							
10	less	than	23	=	13	-							
10	more	than	55	=	68	-							
10	less	than	55	=	48	-							

Mowl Bendigedig,

Claudia! ☺

1. W. 07.05.19.



Appendix 4

1	0	8	21
2	+	#	+
3	3	8	4
4	+	+	+
5	12	13	2
6	=	=	=
7	12	19	27
8	/	/	/
9			
10			
11			
21			
13			
14			

22.05.19

Growth da

You could use your number facts to help you.

Keep practising (i)



Appendix 5Mathematical Development Observations

7.5.19

Child A was playing a game with a peer where they had to find 10 more and 10 less than a number. The pupils had been provided with a 100 square (for if they needed it), a dice and a copy of the board game. Child A could find the number that she needed to find 10 more of however was counting up in 1's to reach 10 more. I paused the group and we did an example together. I emphasised that the unit don't change when finding 10 more or less and only the tens changed. I modelled on the 100 square that 10 more or less was the number directly above or below the number. Child A took a few minutes to the next 10 less than a number but said she didn't count back each number.

14.5.19

During the warm up to the lesson I gave pupils numbers and they had to shout out the number that goes with that number to make 10. Child A did not participate to begin with. I reminded the class I wanted to see everyone joining in or I would be asking them. Child A did begin joining in however her answers seemed to be delayed compared to everyone else's.

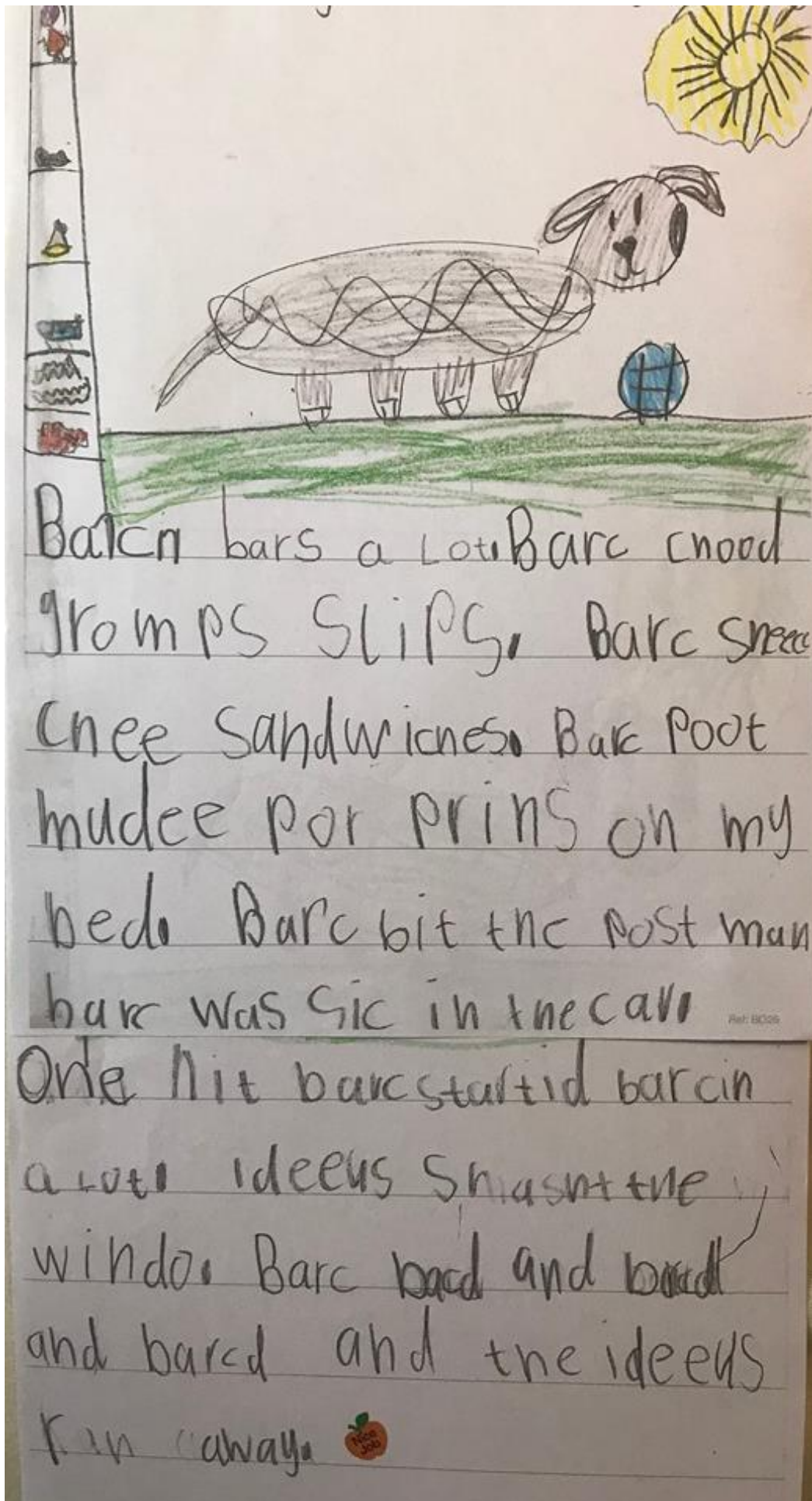
15.5.19

At the end of the lesson we played a ping pong number bond to 10 game. I asked Child A what number goes with 8 to make 10. Child A sat there and counted out 8 fingers individually before giving me the answer of 2.

16.5.19

Child A was working in a group to match the alien cards to make bonds of 10. Child A was trying to use the knowledge that she had 5 fingers on one hand and was then trying to make the first number with her fingers. She was able to match the cards $6+4$, $5+5$ and $9+1$ in the time allocated.

Appendix 6



Appendix 7

How to care for a duckling,
what you will need,

Water

Chick Crumb

bedding

brooder

what you will do

you leave the eggs in the incubator
 for ^{twelve hours} ~~twenty~~ ^{for} ()

2 Put the ducklings in the brooder

3 Clean ^{out} the bedding

4 Put in the clean bedding

5 Give them chick crumb and water

Appendix 8

Observations- Language, Literacy and Communication Development

8.5.19

Child A lacked engagement when practising the sounds. She was looking at her peer and in the space around her. At one point the TA noticed this and asked her the sound (oo) which she was able to instantly identify. Child A generally showed secure knowledge of the RWI sounds. She was unsure of 'ir' initially however was able to recognise, say and use the sound during the rest of the lesson.

13.5.19

Child A did not join in with the actions for the re-tell of Barker the Dog. Child A was saying the story but looking around the craft area. Child A demonstrated she was not engaged within the story as she was not giving the TA any eye contact.

14.5.19

Child A was very engaged and enthusiastic today as they began writing almost immediately at the start of the lesson. Child A got very competitive with her friend and was asking her friend how many words she had managed to write during the time (they were practising writing their red words on Whiteboards).

16.5.19

Child A was drawing her picture to go with her story of Barker the Dog. Child A took great care when drawing her picture and rubbed out the smallest of errors. Child A was looking for a brown pencil, another child passed her a brown and she replied that she wanted a lighter brown and didn't accept the pencil. Child A continued to look through the pencil pot until she found the desired brown.

17.5.19

Child A took her completed story to show the TA, she was smiling intently and displaying positive body language. She read her story, knowing exactly what every word said to the TA. The TA praised her and gave her a sticker of which she smiled even more and showed a peer her sticker as she was one of the first to finish. The TA asked would she share her story with the class and Child A agreed. Child A read her story to the entire group (approximately 15 pupils) fairly confidently.

Appendix 9

Interview

Researcher: *What are your favourite lessons in school?*

Child A: *Read Write Inc and Art and Craft.*

Researcher: *Why is Read Write Inc one of your favourites?*

Child A: *Because it's got two of my favourite things, writing and drawing a picture.*

Researcher: *Do you enjoy writing?*

Child A: *Yes, it's my favourite.*

Researcher: *Do you find writing easy?*

Child A: *Yes, I'm good at writing, I can do lots of writing.*

Researcher: *What's your favourite type of writing?*

Child A: *I love writing stories where I can make up whatever I want.*

Researcher: *Is there anything you find hard during Read Write Inc?*

Child A: *No, I can do everything.*

Appendix 10

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

glee

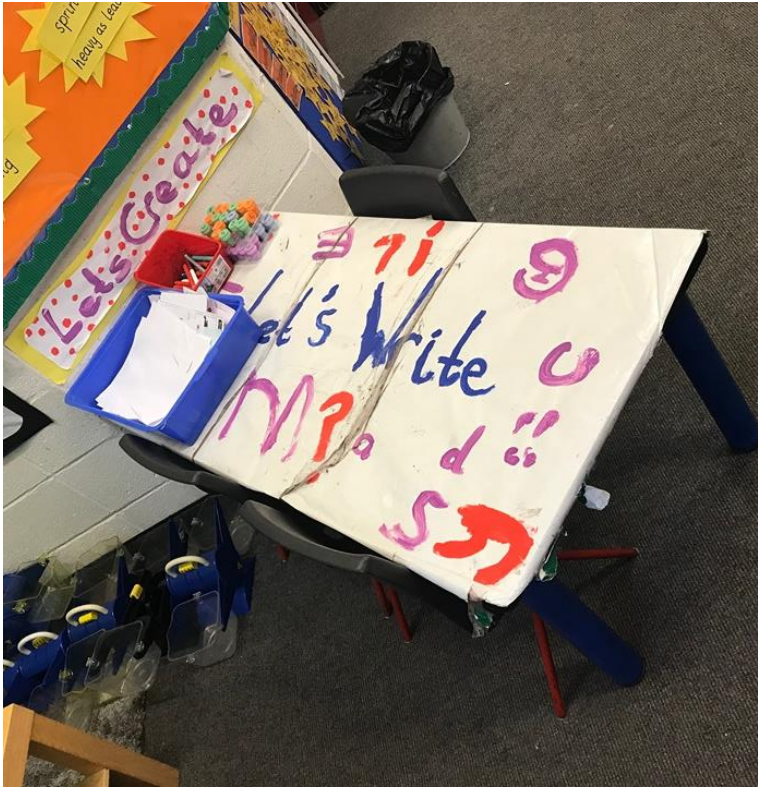
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck		gu		ge		bt					
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Appendix 11



Appendix 12



Appendix 13



Appendix 14



Appendix 15

