

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Grade awarded
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.	

Assignment Grade (Assessment grades are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to 1 week late	D Max	
	Over 1 week late	Fail	

Student Self Evaluation Form

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

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

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Understanding data collections and the term qualitative data.	Critical analysis of certain areas; pedagogical understanding.

Student's Name	Amy Clifford	Date	30.05.2018
Student's Signature	A. Clifford		

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

Introduction.

To promote children’s learning in a school environment it is vitally important that the educational provisions for young children be holistic, with the child at the heart of any planned learning. It is extremely important that practitioners have great understanding of what is needed to be done and that they inspire and challenge every child’s potential for learning (Welsh Government, 2008). There should be a well-planned curriculum which included both child-led activities and those initiated by practitioners. Observing and assessing children’s progress is fundamental practice for any teacher, as this will enable them to look at areas of learning a particular child understands and does well in, and also those areas in which a child needs more focus, therefore developing next steps to improve the learners’ knowledge and understanding. Practitioners need to be aware of the 7 areas of learning that make up the Foundation Phase Framework for young children, which allows each activity or learning experience to be related to an area of development for each child.

This assignment is going to focus on a specific child’s holistic development from a placement school from Professional Teaching Experience 2 (PTE 2) and how the practitioners role can help a child progress in certain areas of development.

The placement school is in a small village in the Neath Port Talbot local authority, consisting of 253 including 43 children who attend the nursery on a part time basis (Estyn, 2017). The rolling average of pupils eligible for free school meals over the last three years is 5% which is below the national average of 19%.

The child that has been observed for this assignment is a Year 2 pupil, aged 6, who is a middle-ability child. The child does not have any additional learning needs and is very polite but always quiet.

Throughout this assignment, there will be no mention of the child’s name or the schools name, to keep all information and evidence confidential and in the guidelines of the British Educational Research Association (BERA) and The United Nations Convention on the Rights of the Child (Unicef, 1989).

Data Collection.

Throughout this assignment, the Mosaic Approach which has been outlined and addressed by Clark and Moss (2011) will be adhered to, and will include mentions and features of qualitative data, which was collected and used as part of the data for this assignment.

The Mosaic Approach is the main methodology used within this paper and was developed by Alison Clark and Peter Moss. The Mosaic Approach is comprised of multiple child-friendly approaches which can be used to gather qualitative data. Whilst doing research in a classroom environment, especially with young children, traditional data collection methods such as interviews and observations may not be the best approaches; interviews might be too long and intense for children and observations generally focus on a child’s behaviour and how it changes rather than the true representation of the classroom itself. However, in this case it was

important to acknowledge the child's behaviour and attitudes, and the interview was more a discussion, so the child did not feel under pressure.

Qualitative data (research) is a rich, diverse field which is ever expanding and fragmenting (Braun, Clarke and Grey, 2017). It has become very influential over the last fifty years and is a descriptive form of data collection which gathers people's opinions through the use of questioning, observing and interviews; one-to-one interviews or focus group interviews (2013).

Sandelowski (2004, p.893) also stated that qualitative research is an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world; this is correct when it comes to this assignment, as the child who was chosen to be observed and focussed on was able to express how they felt about certain areas of their educational journey. It has been important throughout this to ensure that the child was able to confide in me what their feelings were towards specific areas of learning, including Language and Mathematical development, Well-being, Knowledge and Understanding of the World and Welsh.

Of course, when it comes to qualitative data and research, there are some strengths and limitations to the approach. Strengths of the approach include the fact that qualitative data allows the importance of studying what happens in the real world, rather than what happens under experimental conditions (Hammersley, 2013, P.11); it allows practitioners to observe what happens rather than to rely on solely on respondents' accounts during formal interviews or questionnaires. Qualitative research is especially effective for studying subtle variations in attitudes and behaviours (Rubin and Babbie, 2007, p. 230) and it has flexibility which allows people to engage in qualitative research whenever the occasion arises.

Some weaknesses of the approach include subjectivity, meaning that it can be very personal to whoever is involved as the researcher or person observing has a first-hand insight into what someone thinks and feels. Second of all, generalisability is also a limitation of this approach as some observations made by one researcher would not necessarily be replicated by another individual researcher (Rubin and Babbie, 2007). Researchers conducting qualitative research get an in-depth view of the participant which sometimes can produce an unusually comprehensive understanding; generalisability does not always produce the truest forms of what you are looking for. As stated by Rubin and Babbie (2007) "...Although you may talk to many church members, you couldn't be sure of how 'typical' they were", meaning that you may think you have acquired the correct information, but it may not always be in its truest form.

Throughout this assignment, observations and evidence of the child's work will be related to, as well as discussions with the teacher and the chosen child.

In order to understand and gain perspective of the child's feelings towards certain areas of their learning, it was important to listen to the voice of the child (Clark and Moss, 2011), and it is important to understand listening to be a process which is not just limited to the spoken word. Throughout this process I needed to be aware of not just what the child was saying, but how they reacted to certain things and what their actions were. I focussed on their body language as well as spoken language; Goldschmied and Jackson (1994) stated that children can 'speak' to adults through their play, actions and reactions. Observation of the child allowed

me to do this, making sure I focussed on the child whilst they were participating in tasks on the carpet, at their table and within groups as well as individually. I was able to talk to my class teacher about the child, gaining a deeper insight to the child's life.

Talking to the child's parent was an issue; I would have liked to have more contact with the mother, however she was late bringing the child to school and picking her up every day, so I have not had much chance to converse with her.

Overall, listening to the child has been fundamental in regard to this assignment. Listening is an active process which involves not just hearing but interpreting, constructing meaning and responding. Carlina Rinaldi, a former head of the pre-school services in Reggio Emilia speaks of a pedagogy of listening, and states that the most important verb is to listen, to hear and to be open to others, to listen with all our senses (Rinaldi, 1999 cited in Clark and Moss, 2011).

Therefore, the Mosaic Approach can provide a tangible focus for practitioners that are responsible for young children to reflect together on children's perspectives which can be led by the children themselves.

Throughout this process it was extremely important to adhere to the ethical considerations that are imposed by the British Educational Research Association Guidelines (BERA, 2011) to ensure that all conditions were met. Permission was acquired from my class mentor; she signed a letter provided by the university giving her permission for the child to be observed and spoken to, as well as herself (Appendix B, images 17 and 18). I also attained verbal consent from the child involved, and I explained that if they did not want to participate in the beginning or at any time during, it would be fine for the children to withdraw. The nature of this research being primarily based within a classroom setting and of course involving children was carefully considered. The BERA (2011) state that within this setting, Article Three and Article Twelve of the United Nations on the Rights of the Child (Unicef, 1989) must be adhered to throughout this paper.

The data has been held securely in accordance with the Data Protection Act (1998 cited in BERA, 2011, p. 7). As a result of this, all names have been emitted from this assignment to uphold and protect the anonymity of the child involved (BERA, 2011).

Analysis of learner.

During this section I will discuss the data collected to provide a clear picture of how the child is performing in certain areas of their education. I will focus on Literacy development, Mathematic development, Well-being, Knowledge and Understanding of the World and Welsh oracy of the pupil involved. This section will look at these elements and discuss what the child is able to do and what they need help with. This will be followed up in more detail in the next section 'next steps'. It will be important to use the Foundation Phase Framework to assess whether or not the child could require improvement, looking at the skills/elements of the framework.

Language development.**Writing.**

For this section I will discuss what the child's written ability is like in relation to the Foundation Phase Framework. All children should be given the chance to develop their skills, knowledge and understanding of writing.

Overall, in regard to writing the child chosen has good formation of her letters and words, which can be seen in Appendix B (images 12, 15 & 16). She writes mostly all her words on the line except for the letters 'y' and 'g'; she does not extend the bottom part of the letter underneath the line. This is a little error that most children do make as they cannot understand how all words usually go on top of the line not under.

This child is able to write for different purposes which can be seen in Appendix B (images 12, 15 & 16) which shows work that she has done. She has written a fact file on her favourite pirate, as the class topic is Land Ahoy! Although she was very excited about doing this in the beginning, she did not write many facts about the pirate at all. She did not have much use of the iPad which frustrated her, which can be seen in Appendix A (image 3- 11.05.18). Through talking to her after the task, she told me she did not feel confident about her fact file as she felt she was not involved within the research using the iPads. This was clear to see also, as her body language suggested she was not happy.

She is able to re-read and improve her writing by going through and making any corrections, seen in Appendix B (images 15 and 16) where she went back through her work and made the necessary corrections.

The child involved does use capital letters in the wrong places at times, which can be seen in Appendix B (images 15 and 16). She did not start her sentence with a capital D and throughout her sentences used a capital T instead of a lower-case t. However, through these examples of work (Appendix B, images 15 and 16) it is clear to see that she is able to follow a structure within her writing; when writing the instructions, she ordered them all accurately. She also included full stops at the end of each sentence (Appendix B, images 12, 15, 16), showing she can use punctuation accurately. In accordance to the Foundation Phase Framework, this child is at the level she should be at, but of course there are areas that need developing, which will be discussed in the Next Steps section; her confidence in her work ability does need to be boosted. She often says, 'I can't do this' or 'I don't know what to do', so this is something that I want to develop.

Reading.

Reading is a very important part of every child's learning journey, whether it is reading at home with their parents, to a teacher or participating in guided reading in school.

This child is able to choose different types of reading materials individually and give her reasons for doing so. When reading she is slightly robotic; she is not the best reader and does struggle sometimes with the blends and phonemes within words, but when I listen to her read I make sure to give her enough time to correct herself without feeling under pressure. Of course, if she is unable to decode the word I will help her by

sounding out the word/blends. She is aware of punctuation within texts and what this means, for example when there is an exclamation mark she will use a different tone of voice, and she knows when there are speech marks this means that someone is talking, however she does not talk as though she is the character and does not change the tone or intonation of her voice; she is robotic and usually uses the same tone of voice throughout when reading, which is something that needs to be developed to be in accordance to the Foundation Phase Framework. She is not as expressive as some other children as she lacks confidence when doing things on her own.

She is aware what titles are and sub-titles/headings and knows that this is what gives you information on a particular chapter or text and is able to recall information about texts she has read and give examples of the information she can remember. Overall, she is at the right level in accordance to the Foundation Phase framework. Examples of observations I took whilst listening to her read can be seen in Appendix B, image 19.

Listening.

The child involved in this paper is usually a very good listener and is polite and friendly to others most of the time. She does sometimes get distracted by others around her, especially when she is working at the table or sat on the carpet with her friends; the girls she is sat by in her table are her friendship group, so she gets caught up in conversation a lot of the time, but once told she does quieten down and continue with her work, as she is someone who wants to do well and receive positive praise.

However, Appendix B, image 6 shows that on this particular day (21.05.18) she did not have good listening skills and did not seem interested in receiving help or praise. She did not want to write the instructions as she said she did not know what to do, and when I tried to explain it to her again she did not pay attention to me or look at me when I was talking; she was in a bad mood the day after and when I spoke to the class teacher about this issue, she said she was concerned that there were matters at home affecting her in school.

Mathematical development.

Although this child is in the second bottom ability group in the class and is seen as a middle-ability child, overall she is good at maths. Once she concentrates she is able to work out sums using one and two-digit numbers, as can be seen in Appendix B images 10 and 11. She works confidently with maths and is aware that if she is struggling with numbers and addition, she is able to use a number (hundred) square which helps her addition. She is able to count groupings of 2's, 5's and 10's confidently and is confident in reciting her times tables of these numbers; she does sometimes struggle with the 5 times table.

During the lesson where we experimented with how much weight would sink a boat (Appendix A, image 2) she was very excited and showed understanding of the concept 'grams'. She knew that she would come across grams in the kitchen when cooking and if you needed to weigh something. When we went outside to start the experiment she was very excited and engaged well with all the children in the group which supports Vygotsky's (1978) theory of Social Constructivism where knowledge is developed through social interaction, in particular

conversation with others (Skinner, 2010). This was great to see as usually she does not involve herself much within group discussions or conversations with other children on play time apart from her main friends (3 girls). She was able to make predictions before-hand including the 'g' after the number of grams she thought would sink each particular boat, showing she understands the concept of grams, which can be seen in Appendix B, image 8; this shows she can use standard/metric units of measure.

She is also very good at gathering and recording data and putting them into graphs/ tables; she can extract and interpret information from tables and graphs. She was able to do a graph displaying the results for the maths activity and the results from the tally chart on how many children chose which pirate (Appendix B, images 8, 13 and 14). Although she did struggle in the beginning with the graph for the weight activity (Appendix A, image 2/3) once she had a little help she was able to complete the graph, and the fact file one independently. In accordance to the Foundation Phase Framework, she is at the required levels for her ability.

Well-being.

A child's well-being in school is such an important factor of their learning/educational journey. It is where they spend the majority of their time and well-being is at last gaining prominence on the educational agenda (White, 2011, p. 2).

The child chosen for this assignment does not have any additional learning needs and does not have any additional support for such things. Of course, there is a Teaching Assistant in the classroom, as well as myself at the moment and the class teacher, so like any other child, she has the support where she needs it. She is usually a quiet child who does not really have bundles of confidence, unless she is one-to-one with myself or the TA and class teacher, or if she is with her friends, especially her best friend, who is in the same ability group as her.

The main problem which I have spoken about with to my class teacher is she is dropped to school every day and picked up late. Although the child has not voiced any problems on this herself, myself and the teacher have expressed concern over it. Sometimes, her mother is an hour late picking her up, to which the child always states that 'she must be stuck in traffic' or 'she had to do something', so it is as though she makes excuses for her. However, when I have spoken to her mother she does seem lovely and interested in her daughter's education; this can be seen in Appendix A, image 2, where the child's mother was very proud of her for getting her spellings correct.

It was clear for me to see during a Physical Education lesson on tennis that her balance and coordination was not great; she could not balance the tennis ball on the racquet and walk at the same time, she could not catch the ball well. So, I would like to work on this with her and the class teacher to develop her gross-motor skills. It is clear for me to see that she is a very loving child and craves attention in a loving sense, as she often cuddles me or asks me for a cuddle and expresses that she 'needs a cuddle' or by saying 'I just want a hug', which can be seen in Appendix A, image 4. I do not necessarily think this is a reflection on her home life as I do think she is from a loving home; she is a very quiet child and does not seek attention like others do in the misbehaving sense.

She is not a very confident child, but she does have the potential to be; for the school's talent show auditions she sang in front of the class with her best friend (Appendix A, image 4/5) and this was lovely to see as she was clearly extremely proud of herself after she sang, even though she was slightly disheartened when they did not get voted through. However, she did express to be afterwards that she was happy as she would not have wanted to perform in front of the whole school.

Knowledge and Understanding of the World.

Knowledge and Understanding of the World is an important part of any child's education; Education for Sustainable Development and Global Citizenship (ESDGC) is becoming more and more important in schools in Wales, complying with the new curriculum proposed by Professor Graham Donaldson in 'Successful Futures' (2015). ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices. It is important that children are aware of what happens because of certain issues, and the school is becoming more in depth with the teaching of these issues.

The children each have a 'Topic book' where they do lessons based on History and Geography; the children created a pirate fact file (Appendix B, image 12) which is History and Geography as the children had chance to research using the iPads where their chosen pirate came from. Although this does not highlight any issues with the chosen child, it is important that she knows about History and Geography like all children.

The children also learnt about the Royal Wedding in the days following up to the wedding itself, and this child showed great interest in the wedding. She spoke enthusiastically about watching it on the weekend, and when she came into school on the Monday after, she was able to tell me what their new titles were, showing she understands that because they are part of the Royal Family, they have titles which make them people of importance. This also shows that she has understanding of marriage and weddings, and why people get married.

Welsh Oracy.

All children in Wales are aware that there are certain words, phrases, commands and questions that they need to say in Welsh. This is in accordance to the Curriculum Cymreig.

The child chosen for this paper is quite good with her skills in Welsh Oracy. Every day the children come in and sit on the carpet, where myself or the class teacher will say 'Bore da plant', and the children will say back 'Bore da (names of teachers) a ffrindiau'. The children will answer the register with either 'cinio' or 'brechdanau' indicating what they are having for lunch that day, and when they answer the afternoon register, they say 'yma'. This child can say all of that correctly and does not mispronounce the words. The one thing this child does struggle with is, when she was chosen to be the 'helpwr heddiw' she had to do the weather and ask the children questions like 'sut mae'r tywydd heddiw?' which she did have some struggle with. When she chose children to answer and one child said 'mae hi'n heulog' she understood what they were said which was great, and she was very pleased with herself afterwards.

When asking to go to the toilet, she uses the Welsh phrase 'ga i...' which is what the children know they should say when asking to go to the toilet. She is confident in numbers 1-10 in Welsh, but when the numbers go past 10 she does struggle, so this is something we will work on over the next few weeks whilst I am still on placement at this school. When the class is asked if they are ready in Welsh (barod?) she answers back with the other children 'barod!' so she does understand that she needs to be using Welsh whilst in school.

Next steps.

In light of the data obtained, it could be suggested that in order for the child involved to make the appropriate progress and development, I need to consider what provisions are needed to be put into place to help her achieve her full potential. The areas in which I feel she needs the most development is her personal confidence and self-esteem when it comes to her work, and in general her confidence when talking to others who aren't in her usual friendship group or ability group, which will include her well-being, chances to develop her physical development and her Welsh Oracy skills.

Promoting confidence.

This is the biggest areas for development I feel this child needs. Every child at some point struggles with confidence and their own self-esteem, and just like a plant would wilt if left without water, many children will lose confidence, esteem and optimism if their environment does not provide a positive, growing environment (Hannell, 2004). Although she is a friendly child, she is often very quiet around children who are not in her immediate friendship group; within her friendship group she is very talkative and involved with play time activities the girls play, and as already stated, she did participate in the auditions for the school's talent show where she sang with her best friend, which was fantastic to see.

In order to develop the child's confidence, I aim to use lots of positive praise and positive reinforcement to help boost her own self-belief that the work she does is really good, even if there are some corrections to make; when she has corrections to make I can see in her face she is disappointed. I have told her many times that everyone will have corrections to complete, even myself when I do work, and that seemed to help her, so I will continue to use positive praise when I mark and see her work. I hope that this will help her confidence when she is writing her work, as overall her writing and understanding of topics is good.

In regards to her well-being, it is important to note that myself and the class teacher have had discussions about her being late to school every morning and being picked up late every day; we have discussed how this might be impacting her as she might get worried that no one is going to come to pick her up, which would of course decrease her self-esteem. In order to overcome this, I will talk to the class teacher about arranging for

her parents to come into school for a chat about this issue. As states previously, I do not think that anything major is going on at home, but if this can be amended then I am sure this will help her self-esteem.

Physical development.

It was noted by myself that the child involved within this assignment does not have very good balance and coordination when it comes to physical activities and Physical Education (P.E) lesson.

This was seen during a tennis I had planned and delivered, and I noticed that she could not catch a ball well at all, and even when she threw the ball it was not directed at her partner well. She could not balance the tennis ball on the racquet and walk at the same time, and when she tried to bounce the ball she could not catch it well. I had stations set up in the hall where children were practicing their balance, hand-eye coordination, strength and agility, and she was someone who caught my eye. It has been stated by Woodfield (2004) it is important to understand *how* children learn in the physical domain before considering what they *should* learn and what the practitioners should teach in order for the child to learn, so this is something that I myself will need to work out; I will need to cater for her more so than another child. Practitioners need to be aware of how physical skills are acquired and developed in order to break down the skills, and plan the next learning step (Woodfield, 2004, p.5). I will make sure that when planning P.E in future, that I focus on the needs of this child more so than before and cater activities that will suit her and slowly build up her physical development and gross-motor skills.

Welsh Oracy.

It has been discussed with the class teacher that although the child does have good Welsh oracy all round, there are some words and phrases she does struggle with, particularly with the weather. I have decided to focus on this with her by engaging in role play with her a couple of times a week to ask her and discuss the weather. I will also have the children work in pairs to practice this role play, where they can test each other; hopefully this will not only develop her Welsh oracy, but her confidence with talking to other children, and her self-esteem that in fact she is good at what she does in school. As she is not being told she is wrong or pronouncing words wrong, they are just being remodelled to her, it should not affect her academic confidence.

Conclusion.

Overall, this child is at the correct level she should be at and with some changes and encouragement she will be able to develop the certain areas that are in need of some work; she is a willing child and does want to do her best at all times.

Using the Mosaic Approach and engaging in observations of the child, discussions with the child and the teacher has allowed me to gain a deeper insight into the child's knowledge and understanding of certain areas, and I now know what I need to do to ensure I help the child develop and improve and give her all the necessary attributes in order for her to succeed.

Word count: 4, 945.

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Appendices.

Appendix A: Observation notes on the child involved.

Image 1:

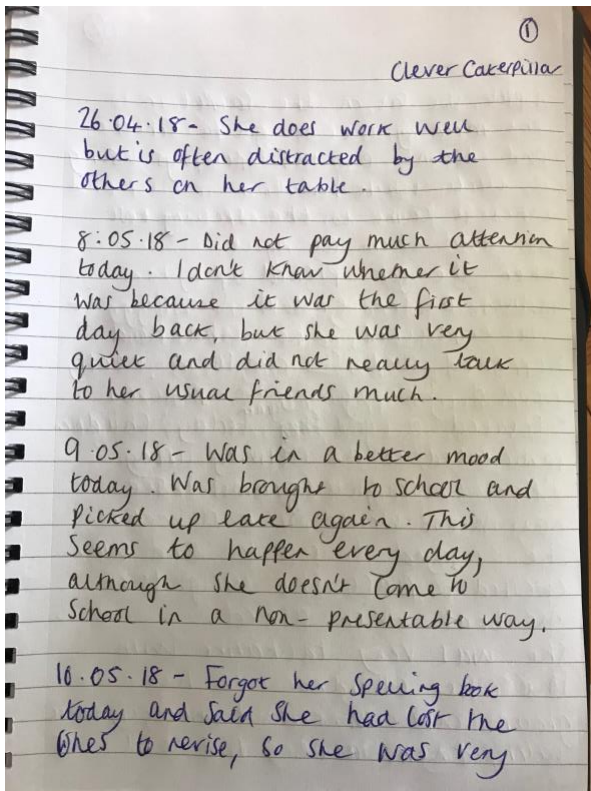


Image 2:

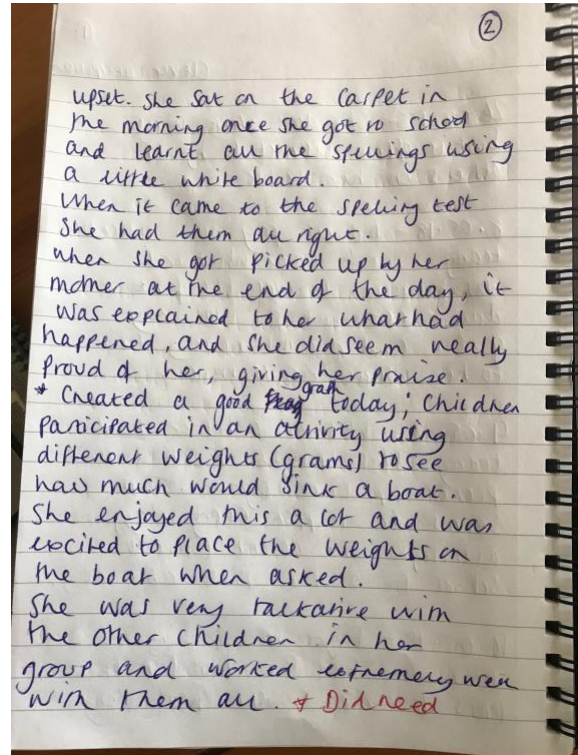


Image 3

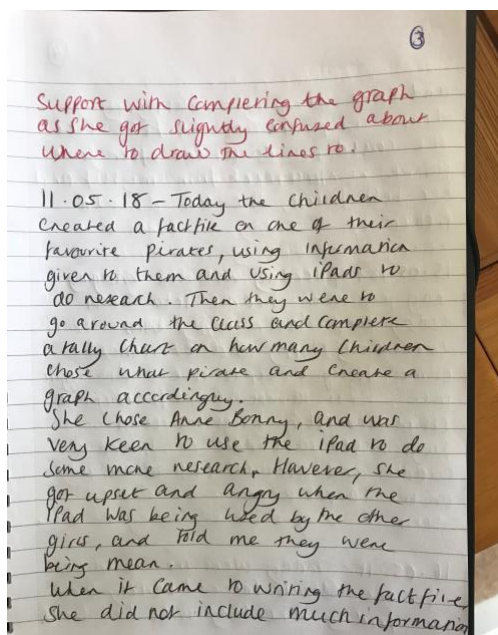


Image 4

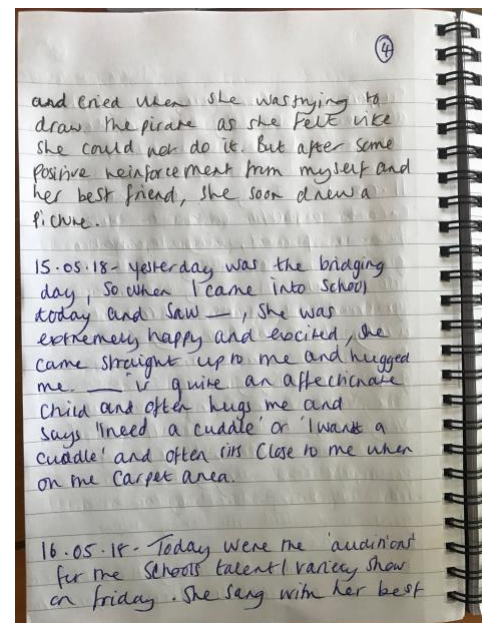


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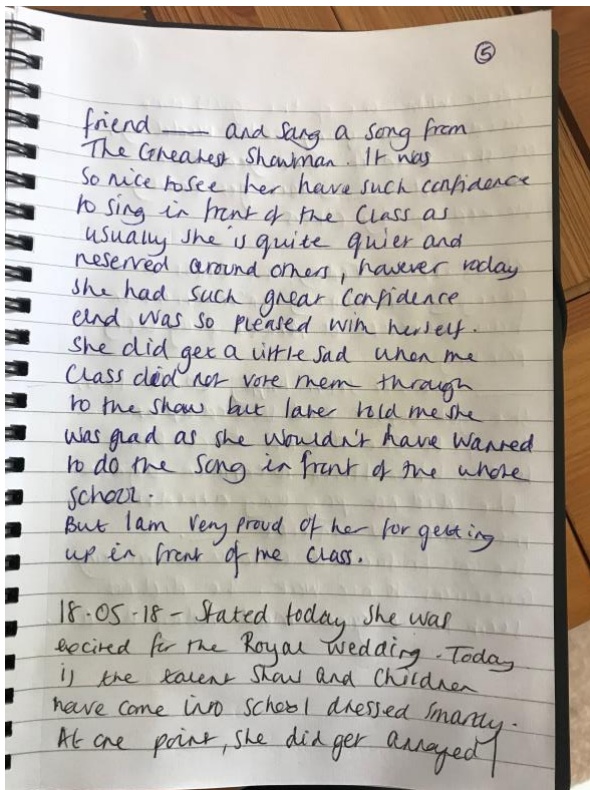


Image 6:

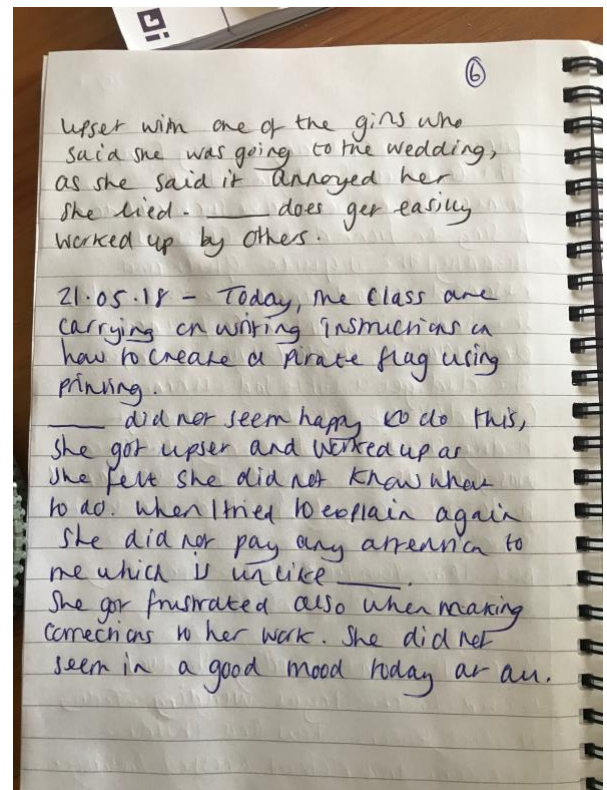


Image 7:

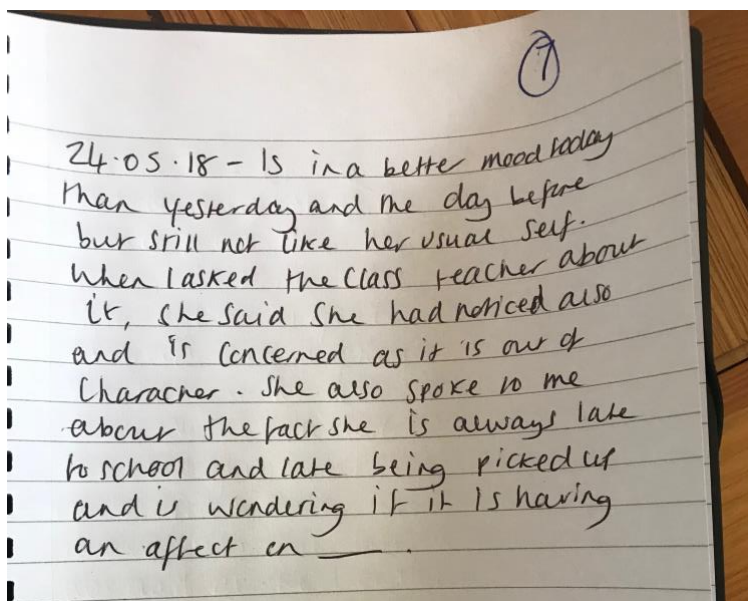


Image 10: Adding two-digit numbers.

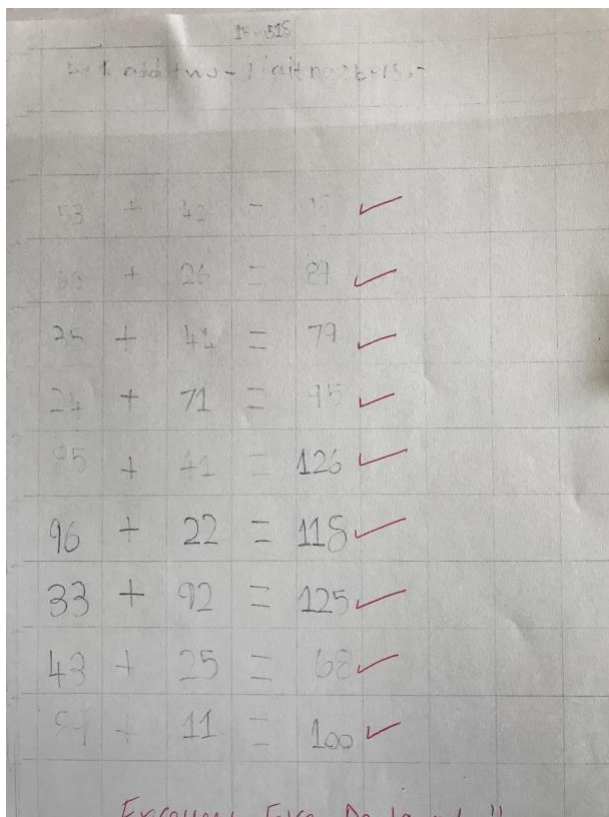


Image 11: Adding numbers.

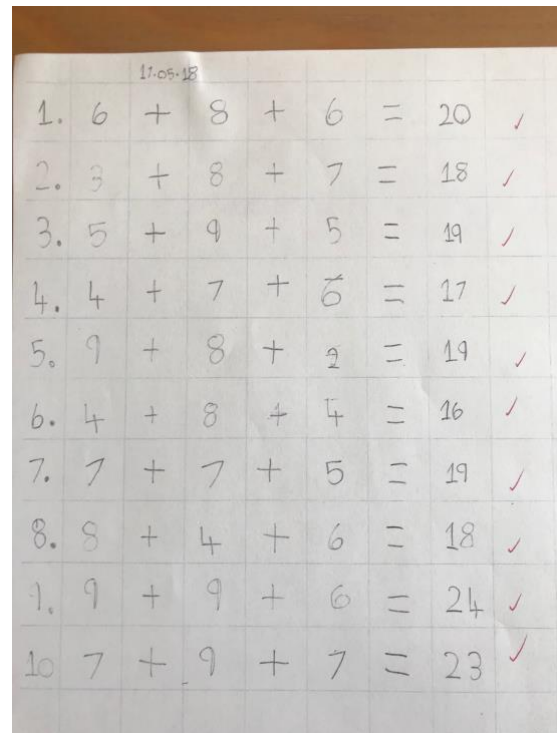


Image 12: Creating a fact file on favourite pirate.

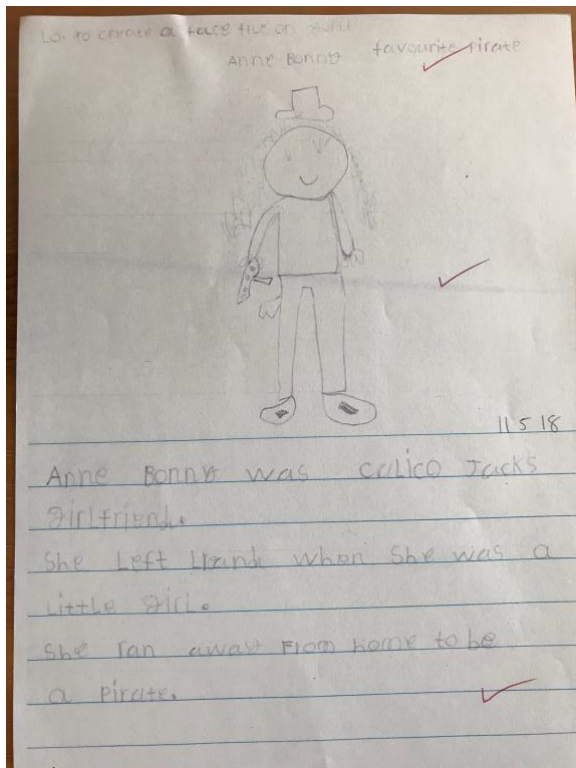


Image 13: Tally chart of who chose which pirate.

Favourite pirate!

Write the correct number of children who chose each pirate in the table. You can either use numbers or tally!

Name of pirate	How many children chose this pirate?
Blackbeard	
Anne Bonny ✓	
Black Bart	
Calico Jack	
William Kidd	

✓ 😊

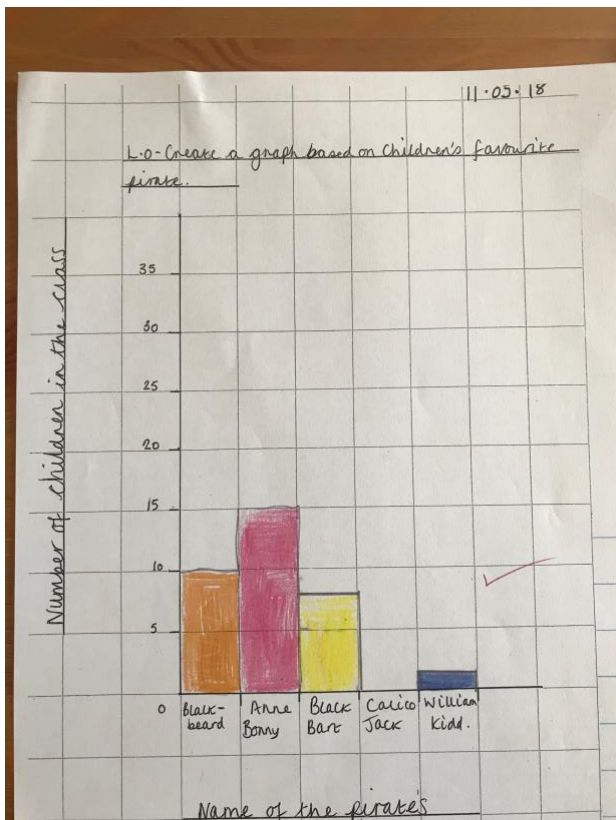


Image 14: A graph to display the results of the tally chart.

Image 15: Writing a set of instructions.

Image 16:

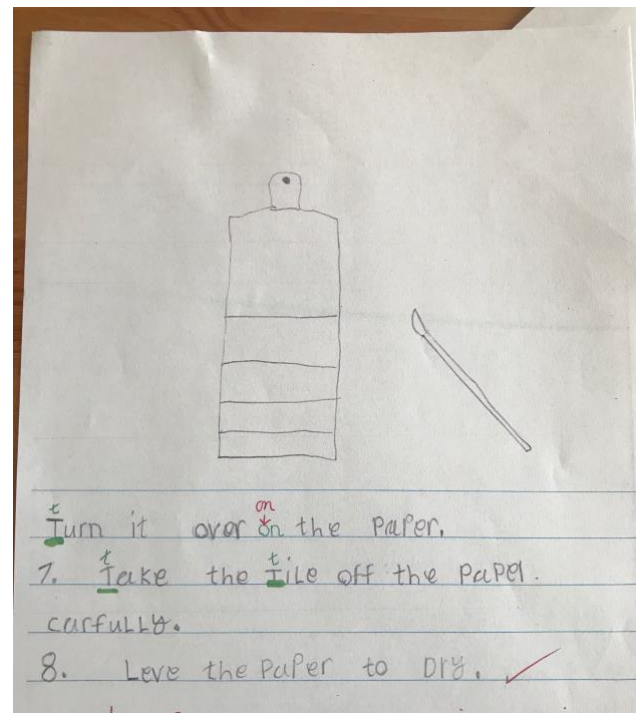
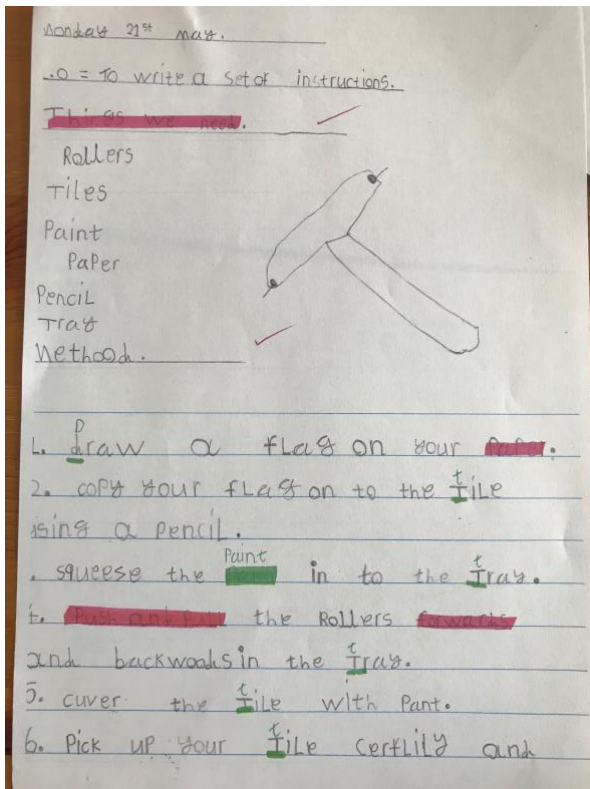


Image 17: Permission letter signed by class teacher/mentor.

Image 18.

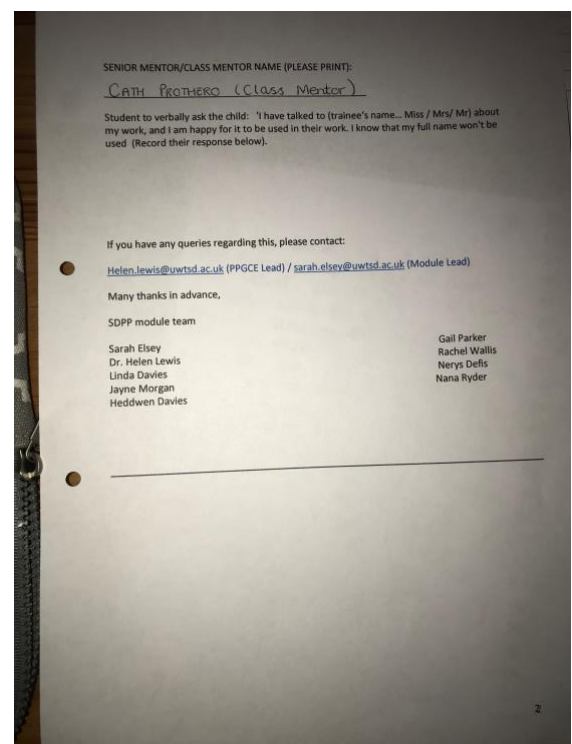
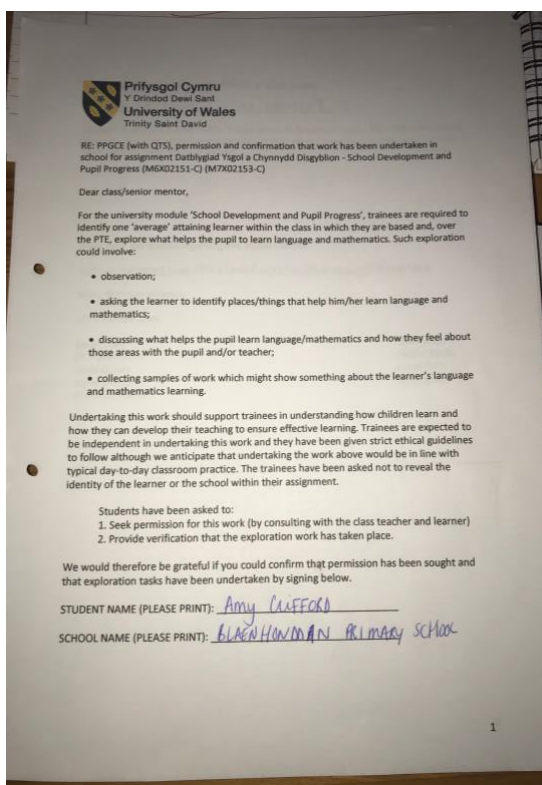


Image 19: Example of her reading record.

Canolfan Addysg Athrawon
De-Orllewin Cymru
The South West Wales
Centre of Teacher Education

C11b

Reading record

Name of learner: _____ Reading age (if known): 6

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)
9.05.18	Mr Wolf's Pancakes (5)	fiction.	Has some problems recognising certain words and their blends, but with some encouragement she gets there. Slightly robotic, not much enthusiasm.
16.05.18	Ronji lost his voice (au)	fiction.	Still robotic and does not use much intonation where there are speech marks, though she does know what they mean.
22.05.18	Alma's magic (au)	fiction.	She really enjoyed reading this, laughed and smiled. Still struggling with certain words, being enthusiastic and her intonation / different voices.

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