



**How are Pupils' Literacy Skills Developed Through Play
in the Foundation Phase Classroom?**

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Frontispiece

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Chapter 1: Introduction

The main aim of this research project is to achieve an understanding of how play aids in developing the Literacy skills of Pupils. Within this, the research project will further identify the role of practitioners in promoting the Literacy skills of pupils' through play.

As agreed by Brooker and Edwards (2010) and Moyles (2010a) play enriches children's learning and development as it provides a platform for hands-on learning, where children develop their knowledge through experimenting and interacting with the world around them. This is in line with view of Vygotsky and Piaget, who believed that this allows children to make sense of their world. The breadth of research evident about the educational benefits of play, has had a direct impact on Wales' education system, this impact was acknowledged with the introduction of the Foundation Phase which supports a philosophy of learning where play is the vehicle (Welsh Government, 2015). Research carried out by the author in previous assignments has developed an interest in the nature of play, and how as indicated by Moyles (2010b) it supports 'child initiated' learning. The emphasis of the importance of play was also experienced within a school setting; due to this the author deemed play an important area to strengthen their knowledge in, in order to put this knowledge in to practice in future teaching.

In previous years, education in Wales has focused on improving the Literacy skills of pupils, as indicated by the Education Endowment Foundation (2016) quality Literacy skills provide us with the foundations for not only success within education, but also for rewarding careers and lives. It was this recognition of the significance of good Literacy skills for life success that influenced the authors decision to research through this project how play can be used to develop the Literacy skills of pupils'. Furthermore, in order to be able to use this information in further teaching practise the author deemed it essential to investigate the way in which practitioners can aid in developing these skills through play. Initial research in to play and how it can be used to develop the Literacy skills of pupils brought attention to authors such as the Welsh Assembly Government (2008a) and Moyles (2010a), they indicated that play is essential for Literacy. Further research into the question throughout this project will indicate more specifically how play can aid the development of pupils' literacy skills.

Research in to the definition of play demonstrate that it is difficult to define. Smidt (2011) defines play as 'what children and young people do when they follow their own ideas and their own interests in their own way.' While Sutton-Smith (1997, quoted in Eberle, 2014,

p.219) suggests play uses childrens' imagination about reality, where they can put their imaginative ideas in to action. However, the Oxford English Dictionary (2019) defines play as 'activity for enjoyment and recreation rather than a serious or practical purpose.' Evidently, the definitions have some common elements between them, one being that the child is open to following their own instincts or ideas and secondly, the child gaining some enjoyment out of the activity. When using the term play within this research project aspects of all definitions will be taken in to consideration.

Barton and Hamilton (1998, p.3) define literacy as 'an activity, located in the space between thought and text' However, Tsao (2008, p.3) indicates that literacy is 'the ability to interpret and understand messages relayed from others as a means of communication'. Considering these definitions of literacy, as indicated by Cambridge University Press (2018) literacy definitions should include reference to Oracy, Reading and Writing, these are indicated in the Foundation Phase Framework (2015) as skills that should be developed through Literacy. When referring to the development of Literacy skills through play in future sections of this research project, they will be explored under the titles Oracy, Reading and Writing.

The Welsh Government (2008b) indicates that children participate in different types of play. Bower (2014) provides the types of play as:

1. *Exploratory play*: As indicated by the organisation Aistear (2009), this type of play is where a child explores and experiments in order to become familiar with their surroundings. Smilansky (1990, quoted in Feinberg, 2010, p.267) extends this by adding that it allows children to develop an understanding of the purpose of objects that they encounter.
2. *Directed play*: Bower (2014) suggests this type of play is guided by adults. As further explained by the ATL and Chilvers (2016), they explain that this type of play allows practitioners to promote expectations for the play whilst encouraging children to follow their interests.
3. *Free-flow play*: Davis (2011) suggests that this play encourages children to make decision and include other children within their play. Bower (2014) communicates that free-flow play includes children making use of their life experiences and re-enacting them through their play.

Throughout this research project, these stages of play will be referred to when establishing how each stage contributes to the development of childrens' literacy skills.

It is the author's view that play within the education setting is currently being used to develop children's literacy skills, however the significance of how beneficial play can be in supporting children's literacy development is undervalued. As indicated in research by Blatchford and Baines (2006), despite the research of the benefits of play, the time children spend playing within school is decreasing. The author suspects that this may be due to many barriers to play which appear within the school system, these will be further explored through literature and research.

The research methods chosen by the author to investigate the question are:

- a questionnaire completed by Foundation Phase practitioners.
- an interview of 10 pupils within a reception class.
- Observations of children at play within the classroom environment, also observation of practitioners' interaction with children during play.

In summary, the main aims of this project are:

- To gain an understanding of the ways in which play promotes the development of literacy skills.
- To understand how practitioners can supporting children's play to encourage the development of literacy skills.
- To understand the challenges practitioners face when using play as means to developing skills.
- To acknowledge the views of practitioners on how literacy can be developed through play, and how play can be used successfully to develop childrens' literacy skills.

Chapter 2: Literature Review

Oracy

Millard and Gaunt(2018) states that oracy can be seen as an outcome by which pupils learn to talk ‘confidently, appropriately and sensitively’. Furthermore, Wallace (2009) indicates that this also includes pupil’s ability to comprehend the spoken word of other pupils. As acknowledged in the Foundation Phase Framework (2015), oracy development and learning should encompass both speaking and listening.

The Welsh Assembly Government (2008a) considers speaking as pupils’ ability to produce sounds, having an understanding of the use of language and the ability to speak appropriately based on their audience and purpose. Vygotsky (date unknown, quoted in Smidt, 2011, p.9) acknowledged the importance of language in developing children’s understanding. The BBC (2011) reveals that listening is ‘an active process’ and that when we listen ‘we take meaning from what has been said’. The Welsh Assembly Government (2008a) emphasises that children should experience opportunities to listen through spontaneous activities, therefore promoting the use of play as a means of developing listening skills. The University of Cambridge (2014) highlight that some children lack the fundamental oracy skills as they enter formal schooling, hence the importance of giving children opportunities to develop their oracy skills within the school environment.

Wood’s (2013) highlights that play offers pupils’ opportunities to practise and develop language as it encourages children to work alongside, and with other children. Andresen (2005), indicates that play undertaken in the role-play area has significant benefits in developing vocabulary. Moyles (2010b) emphasises that this type of play is also called socio-dramatic play, and is where children draw upon their life experience and act it out. Bower (2014) indicates that as children act out during this area, they develop their knowledge of lexical sets relating to real life vocabulary which is essential to literacy development. Ofsted (2012) highlight that in effective schools, the teacher is an active participant in play provision. Moyles (2010a) emphasised that practitioners can encourage and motivate the children to persist by asking questions which maintain childrens engagement, as discovered by the author there was limited research regarding the types of questions appropriate for teachers to ask to support engagement in play activities. As suggested by ICAN (2016) more subject specific vocabulary can be introduced through play. This is agreed by Cowdray (2012) and Broadhead

(2004) who emphasises that when playing in the sand and water area children are exposed to language associated more closely with Mathematical Development or Knowledge and Understanding of the World. Cowdray (2012, p.73) emphasises that children for example, talk about the weight using words such as 'Heavy' and 'Light'. Bennett, Wood and Rodgers (1997) suggest that to promote the learning of new and appropriate language educators play an essential part in modelling the specific language. Estyn (2018a) stress that using play to encourage the learning of new vocabulary is considered good practice and has a significant impact on Literacy development.

Palmer, Bayley and Broadbent (2013) state that social activities such as play, provide opportunities for children to learn social skills relating to speaking which include turn-taking. As suggested by Feinberg (2010) the communication between children during play, develops metalinguistic awareness. As emphasised by Yopp and Yopp (2000) this encourages children to think about their language, extended by Edwards and Kirkpatrick (1999) it allows children to become more informed of their listeners and be knowledgeable about the effect this has on their language. This links to the speaking skill displayed in the Foundation Phase Framework (2015) where children are expected to develop appropriate and relevant vocabulary for play. Despite this evidence, Cambridge University Press (2018) suggest that relevant vocabulary and social skills are learnt best in formal teaching governed by curricula objectives which result in a more purposeful outcome. However, Brooker and Edwards (2010, p. 157) state that 'children should be free during play....not bound by goals or results set by teachers, which limits the outcomes', this agrees with Bruner's view of play (date unknown, quoted in Moyles, 2010b, p.99) which suggests that play should allow for freedom of thought in every aspect. However, providing children with space for freedom of thought highlights a barrier to play experienced by teachers. This being the pressure upon teacher for children to evidence a certain amount of work in childrens books, as shared by Millard and Menzies (2016).

Emphasised by Johnson (2019), play aids the development of listening skills, as agreed by Palmer, Bayley and Broadbent (2013) who suggests that the reason for this is that during play children engage in conversation which requires listening in order to participate. According to Smith (2012) the role play area is a highly appropriate place to engage childrens' listening skills, as agreed by the CCEA (2008) who add that this is due to the fact that as children act within this area they have to listen to and then respond to the spoken language of others appropriately. Spotlighted by Cowdray (2013) practitioners often forget that children have to be taught to listen. Smith (2012) indicates the practitioners role in developing childrens'

listening through play is to play alongside children, demonstrating good listening skills. The British Council (date unknown) suggests that this can be done by demonstrating and modelling good body language such as good eye contact which can indicate when someone is listening. Research on developing listening skills through play was significantly less than that of developing speaking and writing skills, therefore this is an area the author deemed to be important in gaining more knowledge on in personal research.

Reading

Leipzig (2001) suggests that reading is a multifaceted process which involves word recognition, comprehension, motivation and fluency. However, Cox (1991, p.133) argues that reading is more than recognising and understanding words on a page, it requires understanding the words and being an 'active participant' in a process. The One World Literacy Foundation (2013) emphasises that being able to read is of vital importance to be able to participate in today's world.

As suggested by the Welsh Assembly Government (2008a) prior to reading children need to show readiness—they extend this by suggesting this includes children's ability to hold a book correctly and turn the pages in the appropriate order. When deciding when a child is ready to read, observations need to be undertaken, this is another role of the practitioner during play as stated by Saunders (2015). Suggested by Gross (2013) this is because it provides beneficial opportunities to assess children's abilities. As indicated by Spodek and Saracho (2006) as children play they are provided with opportunities to develop skills required for formal reading. In line with this, Drake (2005) exhausts that through play children can independently access a variety of resources which include print. Although Drake (2005) emphasises the need for children to access print independently in the provision, research by Neaum (2018) showed that in child-initiated learning, there was almost no child engagement with print; this established the question whether development of literacy through play is successful in non-adult initiated activities. As Wragg, Wragg, Hayes and Chamberlin (2012) states, being able to access print in play provision develops children's awareness of print and their idea of what print looks like within sources as they experiment, Evans (2012) enhances this by adding that this helps children begin to establish the view of themselves as emergent readers, which asserted by Mielonen and Paterson (2009) builds pupils' confidence. Larson and Marsh (2015) stress the teachers role as a provider of suitable resources which include print, which should be accessible in the play provision.

The Foundation Phase Framework (2015) shows that children are expected to understand that print carries meaning. Leeds Community Healthcare NHS (2013) indicate that this can include developing symbolic representation. As explained by Macintyre (2001) this is the ability to use one object to represent another, claimed by Graham and Kelly (2012) both reading and writing development require the development of this skill. Bialystok and Luk (2013) explain this is because it can develop meaning for children when reading words, relating their mind to its associate object. Wellhouse and Giles (2006) note that symbolic representation can be developed when children are participating in playing with blocks, as they use the imagination to turn a block in to an object and name it appropriately. Mcmanis (date unknown) suggests that this symbolic thought can also be promoted in the role play area, as agreed by Graham and Kelly (2012) who add that entering the world of book through this means is not far away from entering the world of role-play or imaginative thought in the role play area. Smith (2012) argues that to be fully engaged in symbolic play, children need time. However, as pointed out by Millard and Menzies (2016), a lack of time allocated to play is a barrier experienced by teachers due to them having more pressing priorities.

Writing

Coulmas (2012) states writing is a process of recording language by using ‘visible or tactile marks’. However, The English Club (2019) defines writing as a process which uses symbols in order to communicate. These definitions both suggest that writing is a process of recording language. In line with writing being a means of communication, Daffern, Mackenzie and Hemmings (2016) emphasis the importance in learning to write as it is able to offer many opportunities, they suggest it can aid not only in providing a means of personal reflection but a vital means of communication used through media in our modern world. The importance of teaching children skills to be able to meet the demands of the future is reflected in our future curriculum where one of the aims indicates that we must provide children with essential skills in order for them to be independent adults (Donaldson, 2015).

Play aids children’s literacy skills by providing opportunities to advance their pre-writing skills. Huffman and Fortenberry (2011) believe writing is dependent on the development of fine motor skill. Stoeger and Ziegler (2013) explain fine motor skills as the coordination of small muscles within the hand, As extended by Palmer, Bayley and Broadbent (2013) children need to develop their fine motor skills in order to be able to make the movements with their hands needed for writing. A document by Bridgend County Borough

Council (2016) asserts that many children are delayed in writing due to a lack of opportunities to practice and develop these fine motor skills, which can be developed in the play provision. Huffman and Fortenberry (2011) assert that play within the water tray can develop these skills as children hold and pour water from one container to another. Isbell (2012) also points out that the use of scissors and staplers in the arts centre can provide practise and development of these skills, as children use their muscle to move the scissors and squeeze the stapler. It is the role of the practitioner during these areas to not only provide a variety of materials for children to practice their fine motor and writing with as stated by Smidt (2011), but to provide encouragement as spotlighted by Drake (2005).

Whitehead (2011) suggests that as children draw and paint in play activities they will try to make print like marks, during pre-writing stages the Foundation Phase Framework (2015) indicates this as an expectation. Anning (2004) reveals the importance in encouraging children to draw in their journeys to becoming literate, Smidt (2011) asserts that this allows children to begin recognising marks they make that might represent real things such as letters. Drake (2005) suggests that for a high-quality experiences which develop literacy through play, adults need to model and support children when engaging in experiences such as mark making. Using this method where the adult is a scaffolder of the learning links with Vygotsky's theory of the 'Zone of Proximal Development' which as stated by McLeod (2019) is the theory that children can attain more in their learning when supported by a more knowledgeable other, until that goal can be achieved independently. This is promoted in research by Stephen, Martlew and Ellis (2011) who indicates that with help from a more supportive adult during play, childrens engagement is heightened. However, ATL and Chilvers (2012) indicate that modelling in play activities and deciding which child needs more support is a barrier experienced by teachers in providing the best possible progress through play, this is due to a poor adult to child ratio and large class sizes which make it difficult for teachers to support everyone during the play experience.

Estyn (2013) suggest that inspectors look for planned opportunities to develop writing during the continuous provision, highlighting the importance of providing writing experiences through play. As indicated by OFSTED (2012) and agreed by Myhill and Jones (2009) the role play area provides a good opportunity to provide a more meaningful context for writing. This agrees with Oxfordshire City Council (2015) who suggests that providing a more meaningful context ensures that children are more engaged in their writing as this they use their experience to inform their writing.

Chapter 3: Methodology and Research Design.

The Welsh Government (2015b, p.21) suggests that completing research ethically includes carrying out research ‘fairly, honestly and without the intention of harming others’. To ensure this research project was carried out ethically, the author ensured it adhered to British Educational Research Association Guidelines (BERA). How the research completed in association with this project would adhere to these guidelines was displayed in an Ethics form as can be seen in Appendix 1.

Any participants included in research were informed that data would be confidential in line with the Data Protection Act 1998, as further explained on Page 7 of the ethics form found in Appendix 1. Gray (2009) suggests that when carrying out research ethically, it is essential that participants are reminded that their information can be emitted from research or the interview can be postponed at any time. When collecting information for the questionnaire and interviews with children, as explained in Page 7 of the ethics form, children and adults were informed that this was their right. However, upon research and reflection, it is apparent to the author that to ensure participants such as practitioners that their information would be confidential which in turn the author believes would have encouraged engagement, they could have been better informed that the research would adhere to the Data Protection Act 1998 and the BERA guidelines.

Questionnaires

The author collected 20 questionnaires when undertaking research in the Primary School, this is a small sample size which as Orthod (2014) indicates, may not produce valid and reliable results. The author proposes that if the investigation was to be carried out again, an online platform could be used to help engage more practitioners in providing answers to the questionnaire. As indicated by Gray (2009, p.337) ‘questionnaires are research tools through which people are asked to respond to the same set of questions in a predetermined order’, emphasised by Wilkinson and Birmingham (2003) a questionnaire is an efficient method in order to retain peoples thoughts or opinions on a subject, hence the use of questionnaires during this research project of which an example can be seen in appendix 1. As stated by the Welsh Government (2015b), questionnaires can have both qualitative and quantative questions, this is evident in the questionnaire created by the author. Indicated by Kelley, Clark, Brown and Sitzia (2003) answers to qualitative questions, which are open questions, provide a quality

insight in to a topic. However as suggested by Cohen, Manion and Morrison (2011) open questions can lead to irrelevant and redundant information based on different interpretations of the question by participants; Bell (2010) reveals the importance of ensuring questions are worded appropriately to avoid this occurring. Mathers, Fox and Hun (2009) implies that quantative data, where questions are closed, produce rich data for research as they are focused. The questionnaire used by the author, has many quantative questions allowing for reputable data, the author also understands that these questions would take less time which considers teacher work load.

Pupil Interview

The author carried out 10 interviews with children at the Primary School, which involved children within a reception class, the questions asked in the interview can be seen in appendix 2. Moser and Kalton (1971,p. 271, quoted in Bell, 2010, p.161) suggests that interviews are ‘a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent.’ Punch (2014) suggests that interviews are a good way of obtaining peoples’ views on matters and how they see reality also their perceptions of a situation. Hence, the use of them by the author in research to gain childrens’ perception of play in their environment and if they recognise how it helps their literacy development. Keller-Hamela (2016) explains that when carrying out interviews with children it is important that the child feel safe and comfortable, this was considered by the author when carrying out the interviews, the children were interviewed in class a setting they believe to be safe. Further, mentioned by Newby (2014) and agreed by ESOMA (2009) the maturity level of the child must be considered, within this the appropriateness of the subject and language of the questions must be examined; as considered by the author when carrying out the interview, who rephrased questions to develop understanding. Nevertheless, Newby (2014) alleges a limitation to interviewing children is that their answers are influenced by a variety of aspects, one being mood, therefore we should consider the validity of the answers given carefully.

Observations

Throughout the authors experience in a primary school to gather research, there were various opportunities to observe children and teaching practitioners engaging in play. Smidt (2015: Vii) defines observation as ‘watching what other do and listening to what they say’ as indicated by punch (2009) this type of observation is ‘naturalistic’ this is where the individual observing does not intervene or affect the behaviour of those they are observing; this aligns with the way

in which the author observed children within the classroom setting. Cohen, Manion and Morrison (2011: 456) spotlight the benefit of observations in gaining 'live' data, which is first-hand and therefore, more reliable as indicated by Robinson and Hall (2002). Contrary, Gray (2009) questions the accuracy of observations, as detailed and extensive notes are usually difficult to write at the time of observation, however as the author observed play from a distance this was not an issue experienced. Whilst in the school setting the author had opportunities to document the environment provided by the practitioner for children to play, through the means of photographs, in order to do this the author had to gain permission from the headteacher which was completed on school experience. As suggested by Miller (2015) using photographs to document research finding allows the researcher to document things that would be hard to explain using words. Diversely, Holm (2008) suggest that photographs can be set up by the researcher, to suit a purpose and therefore, they may not be a reliable source; this however, was not the case for the author who through photographs aimed to capture a true representation of the play environment.

Chapter 4: Results and Discussion

This chapter aims to describe the findings carried out by the author for this project, it will look at the data collected via the questionnaire, interview with pupils and observations and begin to identify if the research collected correlated to the literature findings. It will also aim to identify and discuss any new information discovered through research.

Questionnaire

The questionnaire given out to participants as can be viewed in appendix two, has two sections. Section A looks at acquiring research about the role of practitioners in supporting literacy development through play, Section B looked at obtaining information about how knowledgeable practitioners are about how play can be used to promote pupils' literacy skills.

Figure 1



An interesting finding acknowledged when analysing the questionnaire data can be seen in figure 1. Recognised within the Literature Review of this assignment and asserted by Gronlund (2010) when playing, the practitioner should act as a guide to enable children to develop aspects such as more specific vocabulary. Despite this, as can be seen in Figure 1 which displays the results from question 2 of section A, only 55% of people declared that they sometimes guide children to promote the development of literacy skills during play. In line with this, a further 10% of practitioners stated they rarely assist learners during their play. Appendix 3 displays the written answer of one of the participants who answered that they rarely guide children within their play. They state that the guidance they provide children is only within the initial introduction of play activities; this correlates with observations of the author, who as seen in notes shown in appendix 4 witnessed this within a foundation phase classroom. Further, this

links to research by Saracho (2001) who said that often teachers directed children to play areas, and then carried on with other tasks. As indicated by Bennett, Wood and Rodgers (1997) although children may be able to carry on with play activities independently, without guidance from a teacher during play, the learning may be limited. The results of this question may suggest that teachers do not fully understand how their participation in play activities can benefit the literacy learning of pupils'. An reason for this may be due to the limitations of developing literacy during play communicated by practitioners in Section B of the questionnaire. In the results for question 16, which asked practitioners to indicate the barriers, 12 out of 20 practitioners noted about limited time to play, with one participant as can be seen in appendix 5 stating about not having enough staff to support play, this correlates with research found within the literature review.

As described by Egenfeldt-Nielsen (2006) an essential role of the teacher during play is the facilitator. Question 1 of section A within the questionnaire, asks facilitators how much they allow the children to follow their own interests during play. The results for this question indicated that 70% of practitioners stated they always allow children to follow their own interests during play, however 30% of practitioners said sometimes they allow children to promote their own interests during play. According to OFSTED (2012) children are more engaged in play which follows their interests as also acknowledged in the literature review, new information provided by a practitioner in the questionnaire as can be seen in appendix 6 indicates further that this can be used in order to motivate and promote children learning of Literacy in formal lessons as it 'sticks in childrens memory longer', this was not discovered through initial research displayed in the literature Review. Research at this stage revealed that this is considered good practice by Estyn (2018b) who suggested that when role-play was used to inform childrens writing, children's writing improved, this is agreed by Ihmeideh (2015) who also acknowledged a positive change in childrens attitude towards writing.

Section B of the questionnaire aimed to look at perception of how play aids in developing childrens literacy skills. Question 11 of the questionnaire, discusses how practitioners believe play develops the oracy skills of pupils. As found within the literature review, play was seen to be very influential in developing childrens' language. All practitioners, within the questionnaire acknowledged this importance answering that they 'strongly agree' that play is important in developing the oracy skills of children. Despite this, one practitioner outlines a limitation within question 16 of the questionnaire this can be seen in appendix 7. They express that it is challenging to change provisions on a regular basis

ensuring children are engaged and that the provision offers appropriate literacy opportunities suitable for the age group. This highlights a limitation which was not discovered in initial research, further research about teachers training within play, as indicated by Millard and Menzie (2016) shows that in particular teachers do not regularly receive training on how to improve teachers oracy skills in provision; this training may result in practitioners having more informed ideas of how to arrange provision to encourage oracy and literacy in general.

As previously discussed, Question 16 of the questionnaire discusses the limitations practitioners experience in regards to developing literacy through play. An interesting answer as shared by one practitioner which can be seen in appendix 8, explains how children struggle to play with others, as their imagination is hindered due to them spending too much time using Electronic devices. This correlates with observations made by the practitioner shown in appendix 9, where a note was made that some children did not engage with symbolic/ dramatic play but were more interested in activities with opportunities to use ICT. Vygotsky (cited in Smidt, 2011, p.9) talked about play as imagination in action, as further stated by Macintyre (2001) this imagination developed through play encourages children to develop social skills along with vocabulary as they describe, delegate and listen to others. With this in mind, it can be assumed that promoting activities in play, where children are encouraged and supported to be imaginative are essential if they are to develop their literacy skills through this means.

Pupil Interview

The questions asked by the author to pupils can be viewed in appendix 2. Question 8 of this interview asked pupils if they believed play helped them in improving in their writing, 90% of the pupils said that it did, extending with suggestions where they practise, with only one participant answering with 'no, I don't think so' as can be seen in appendix 10. Highlighted in the interview with participants was their recognition of the ability play has in providing opportunities to practice their writing skills, in particular writing for different purposes which is a skills children must develop as indicated in the Foundation Phase Framework (2015), this was not recognised within research for chapter 2. As can be observed within appendix 11 and 12 which shows 2 completed interview answers, one pupil indicates that they liked to order flowers using the florist order forms, as can be seen in appendix 13 which also shows indication of emergent writing as discussed in chapter 2. Another pupil commented saying they like to practise writing postcards in the writing area. Ofsted (date unknown, cited in Saunders, 2015, p. 221) suggests that this is good practice as children need to be encouraged to write for various

reasons, Hall and Robinson (2002) share this view, adding that this exhibits to children the vast reasons they can use writing for.

When asked if play is used by the teacher for children to learn about talking, reading or writing, 7 of the 10 children discussed the fact that their teacher incorporates challenges in to the play provision that they must complete. When further questioned about these challenges many children added that they were encouraged through these challenges to make their name or different letters in play dough or as shaving foam as can be acknowledged in appendix 14, this demonstrated the awareness of children that they are learning their letters through play. As asserted by Pinnington (2018) this is effective as research shows children learn letter shapes more effectively when they have ‘sensory feedback’. However, Brooker and Edwards (2010) debates whether this can be considered learning through play as they consider play to be an activity that is not motivated by educational goals as further discussed prior in the literature review.

Through interviewing pupils, it was evident that there was little awareness of the benefits of play in developing Oracy and Reading. Just one participant acknowledged the learning of ‘new words’ as can be seen in appendix 11, with the same participant acknowledging the access to books available in the play provision. If the author was to carry out further research it would be interesting to find out if the acknowledgement of developing vocabulary and reading in play activities by children would increase their success in developing them through play activities.

Observations

As indicated in notes show in appendix 15, the author observed children playing games such as snap provided by the practitioner in the play provision, this was without personal recognition of the literacy benefits these games contain. As shown in question 15 of the questionnaire, one practitioner indicated that this game is important in providing children with pre-reading skills as can be acknowledged in appendix 16. Further research in to this indicated that snap can aid the development of visual memory skills needed for both reading and writing. As indicated by Leicester Partnership NHS (2013) Visual memory is ‘is the ability to store and remember information after seeing pictures or activities’ Evans (2016) highlights that activities to enhance these skills are often supported in the play provision, she further suggests providing games such as word bingo to support the development of this skill. This knowledge will be used in future practise by the author to inform the play provision in the classroom.

Observed in the role-play area was the development of appropriate language as discovered by Wood (2013) displayed in Chapter 2. This information is also concluded by Paes and Ellefson (2018) who suggests that there is also a significant value in role-play and play in general in developing the language of English Second Language (EAL) pupils; this was observed by the author who witnessed a EAL pupil who would not communicate within formal situations, develop language in a less formal setting during play. As observed in the role-play area, children would often retell stories they had been read within class, being able to retell familiar stories is a skill children should develop as informed in the Foundation Phase Framework (2015); this observation correlates with research by Prenevost (1995) who shares that retelling a story through roleplay is also beneficial for childrens language development.

As evident in the literature review, information regarding the development of listening skills was not as sizable as that which looked at reading and writing. Despite this, observations of children within all areas of the play provision conveyed that the development and practising of listening skills were evident. The author found that the most significant demonstration of this was the children's ability to listen to others and ask questions based on what the other child had said. Research by Clarke (date unknown) suggests that this may be due to the environment play creates in pressurising children to gain information from others about their role in the game or role-play scenario.

Limitations of the Research

Analysing the questionnaire allowed recognition that some of the questions were structured in a way that were open to interpretation, such as question 14. The author acknowledges that awareness of certain aspects in regards to play were not developed at the stage of developing the questionnaire, the result of this may be that some of the questionnaire results are not reliable. In future the author would aim to define on a questionnaire what they mean by certain phrases so narrow the margin for interpretation and ensure a greater reliability of results.

Chapter 5: Conclusion

It is evident through research carried out for the literature review and by evaluating the research carried out by the author including the questionnaire, observations and interviews, that through play children can and do develop their literacy skills.

When considering the aims of this research project, the literature review and the results and discussion chapters, they clearly acknowledge the ways in which play promotes the development of literacy skills. They indicate how play can develop skills such as subject specific language found in the literature review, also the development of narratives and language in role-play which can present exciting links to formal literacy lessons, as found in the questionnaire results. Additionally, the value of providing a meaningful context for learning which promotes the development of writing skills and as shared by Estyn (2018) increases writing levels should not be forgotten. It is through this research that the author has gained knowledge on activities in the play provision, that ensure rich opportunities for language learning which can be used to inform future practice and planning within the school environment.

Research carried out by the author and discovered through research for the literature review, indicated many limitations to using play in order to develop the literacy skills of pupils such as, time allocated to play, a low staff to pupil ratio which results in a lack of support during play, also the more surprising answer of practitioners feeling children are not as imaginative due to their dependence on electronic devices.

The questionnaire suggested that practitioners were aware of the importance of play in developing the literacy skills of pupils and how play can promote the literacy skills of pupils. However, the questionnaire did indicate that some practitioners had a gap in their knowledge regarding the role they should play in supporting children in play, which as emphasised by Drake (2005) and Stephen, Martlew and Ellis (2011) is to facilitate, support and encourage pupils. Future research could focus on the types of training available for practitioners to develop the appropriate skills to support pupils within play. In future practise, this information will result in the author being able to support pupils' in the various activities within the play provision suitably.

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Chapter 8: Appendices

Appendix 1



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Katie Elizabeth Gregory		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	SWWCTE: Yr Athrofa		
Campus:	Carmarthen		
E-mail address:	1704385@student.uwtsd.ac.uk		
Contact Telephone Number:	07984612154		
For students:			
Student Number:	1704385	Undergraduate	☒
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other: Module Coordinator, ECAD6003, ITET	☒		08.02.2019

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
The research is within the bounds of the normal classroom and in accordance with the Athrofa guidelines for parental consent as per Athrofa letter	☒
The research will be conducted within BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research, 2018	☒
The research will adhere to the University research guidelines	☒
The research will adhere to the Education Workforce Council (EWC)	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How influential is play in helping pupils develop their early literacy skills?		
Proposed start date:	11.02.2019	Proposed end date:	29.04.2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
This research will look at the importance of play in developing pupils' early literacy skills. Rosko's (2009, p. 1) states that play is beneficial because 'theoretically, dramatic play and literacy share higher order, cognitive processes such as imaging, categorizing and problem solving.' In line with this, the first section of this research will identify other benefits and research relating to how beneficial play is in aiding the development of early Literacy skills. A further aim of the research will be to gain the views of practitioners on how they believe/ support pupils in using play in order to develop literacy skills, as evident in research by Rice (2014) this is important as teachers can structure play in order to ensure it is effective in developing specific skills. Additionally, the research will look at how this practice is implemented in the Foundation Phase and the benefits/ limitations of using this approach to develop early Literacy skills. (this box should expand as you type)			
Proposed methods			

Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Interviews – children teachers and senior staff members from the FP, KS2 and KS3 will be involved in structured (for staff) and semi-structured (for children) interviews where they will be invited to respond to key questions. For example: Are you aware of the effectiveness of play in order to develop early Literacy skills? How is play used in your school to develop Early Literacy skills? What do you learn when you play? In the questioning of children, questions will be changed/ adapted to ensure that they are able to answer. The interviews of children will take place in an informal setting, where I will take notes of their responses. The children will not be forced into participating and no direct individual questioning will take place if a child does not wish to respond. **EXIT:** The children will have an exit strategy (traffic light fans, emojis) and if at any point they wish to leave the interview or withdraw then they may do so. I will check on the children's feelings regularly. No names will be used in the writing.

Observations / Field Notes – I will observe teachers and pupils during periods where there is opportunities for play within the classroom. I will observe the role of the teacher in facilitating the use of play in order to develop the pupils' early Literacy skills and the response of pupils. When completing this method of research, no names shall be mentioned. At some periods, I may observe children without their knowledge, where I will look at their play and how it is aiding in developing their Literacy skills.

Video or Audio Taping/ photographs – My research may require me to record some of the practice implemented in the classroom or for interviews with staff or children, which may later be referred to in the research project. In order to video/ audio tape/ take photos within the classroom, I will gather the permission of staff/ pupils and throughout will ensure that I am acting in an ethical manner. **Exit:** Children and teachers will not be forced to participate or respond to questions. Staff and children will be informed they can request recording to stop at any time without providing notice.

Questionnaire – Depending on the responses of children and staff throughout the research period, I may create and administer a questionnaire if I believe this will assist me to gather further data. Throughout the creation of my questionnaire, I will adhere input provided during my second year of University, when we designed and distributed a questionnaire for a specific module. The questionnaire may focus on qualitative or quantitative data or both. The questionnaire may be administered to learners or staff or both. Questionnaire participants will not be required to list their name or personal information. However, they may be asked their status (i.e. pupil or teacher). A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the research questionnaire. The questionnaire will be distributed by physical means only. Once questionnaires have been completed, they will be placed within the response pool for analysis. **Exit:** Before participants submit their questionnaire, they have the right to retain their response. However, once I receive the response and it is added to the pool, there will be no fair means of identifying their response in order to return it to them. This will be explained in the cover letter.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The proposed study will take place at a large primary school and a partnership primary school (school details have yet to be released by faculty).

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

Not applicable

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☒	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☒	☐
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box	☐	☒

If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☒	☐

Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(This box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. Full risk assessment completed and appended? No Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information The risk to participants is that they are involved in research without their consent. Therefore, I will ensure that all consent procedures are in place by informing the children and staff of my research. I will explain to the children and staff that they have the right to withdraw and can leave the research or express that they do not wish for their data to be used at any time. An example of this is that I will ask the children throughout the process if I can use their answers from interviews within my research, I will also enquire if they would like to see my notes regarding them. I will also monitor the children's wellbeing and stop any activity, if children become upset / uncomfortable. (This box should expand as you type)
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities Not applicable. (This box should expand as you type)
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest The risk to the researcher is that I may be accused of unprofessional practice. I will manage this risk by adhering to BERA guidelines and following my plan of ethical practice. (This box should expand as you type)
University/institutional risks For example: adverse publicity, financial loss, data protection There should be no risk to the University if I manage the risk to the participant and the researcher as detailed above. I will conduct the research and represent the results honestly. I will always comply with ethical, legal and professional frameworks, obligations and standards, as required by the statutory and regulatory authorities, as well as with the University's Research Integrity and Ethics Code of Practice. (This box should expand as you type)

Vulnerable adults?	☐	☐
Children under 18?	☒	☐
Prisoners?	☐	☐
Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
People engaged in illegal activities?	☐	☐
Others (please identify):	☐	☐

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

The estimated numbers are 60 children aged 3-12 years old in the Foundation Phase, KS2 and KS3. 2 Head Teachers, 10 teachers. However, this number is subject to change.

Prior to conducting research, I will obtain consent for the head teacher or senior mentor in the school setting.

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
(this box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice. I will always comply with ethical, legal and professional frameworks, obligations and standards, as required by the statutory and regulatory authorities, as well as with the University's Research Integrity and Ethics Code of Practice.

Loss of data – upon collection of research I will assume full responsibility for the safekeeping of the data. To ensure the participant response is safe, it will be kept in a folder on my person until the research has been analysed and utilised at which time the data will be destroyed.

In the event that a participant's response is lost at the fault of the author or third party then the individual will not be identifiable, as no personal details will be listed.

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

YES

NO

N/A

Has a DBS certificate been obtained?

✓

☐☐**SECTION I: Feedback, Consent and Confidentiality****Feedback**

What feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to participant's as it is not relevant for the research. If participant's request feedback from the response then I, as the author, will provide a summary of the data collected.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

Participant Consent – Children

I will converse with the relevant teachers and senior mentor and inform them of the research I will be undertaking. I will provide the reason and rationale behind the research. However, I will verbally ask children identified to participate, if they wish to take part, e.g use traffic light fans to support the children. A green face will symbolize that I know they are happy to participate, a red face will show that they are not willing to participate. This will be an individual exercise so that children are encouraged to respond honestly with their interest and wellbeing in mind. Children will be made aware that they can approach me at any point of my attendance to their school, to discuss their contribution to the research project and inform me if they wish to continue participating.

Participant Consent – Teachers

The teachers will be asked them to sign a document, if they agree to take part in the research. If they are not willing to sign the document, then I shall not use them in the research. The consent form will include a tick box for participants signal their agreement e.g. I confirm that I have read and understand the sheet dated 11.02.19 for the above study; I understand my participation is voluntary and that I am free to withdraw at any time, without giving reason; I agree to participate in the study.

(this box should expand as you type)

Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. I will ensure that no individual data is made available to schools/parents. Only non-identifiable summary/aggregate data can be provided in this way. I will also place a statement on the consent form indicating that anonymity will be a priority and practical precautions will be taken to disguise identities. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://wted.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>"personal data" means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>"Sensitive personal data" means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Will the research activity involve storing personal data on one of the following: Manual files (i.e. in paper form)? University computers? Private company computers? Home or other personal computers?	☒ ☐ ☐ ☐	☐ ☒ ☒ ☒

Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
Confidentiality will be upheld by not requesting participant names on any piece of data collected. Data will be stored in a locked cupboard and password protected computer. Any correspondence between my tutor and myself will be through a password protected email account. (this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:
The researcher, supervisor and module coordinator. (this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
Katie Gregory- The researcher. (this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Responses provided by participants will have their data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed, so there is no physical trace of the data. This process will be in accordance with the Data Protection Act (1998). The data collection period will range from 11.02.2019 until 29.04.2019. Following 29.04.2019, there will no longer be a use for the data and it will all be destroyed at this point in time. (this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:

K.E.GREGORY

Date: 08.02.2019

For students:

Teacher / Senior Mentor / Headteacher:	Dr Sioned V Hughes
Signature:	<i>S.V. Hughes</i>
Date:	09.02.19

Supervisor:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 2

Interview questions

1. What is your favourite thing to play? Why?

2. Do you learn about or how to do anything when you play?

3. What do you do in the role play area?

4. Does playing help you understand your school work?

5. Does your teacher use play to help you to learn?

6. Does play help you practise your writing?

Appendix 3

Research Questionnaire on Play in the Foundation Phase.

Section A: Ways in which Foundation Phase educators use play to promote pupils' literacy skills.

Description	Never	Rarely	Sometimes	Always
1. During play I allow the children to follow their own interests.			✓	
2. I guide children during their play.		✓		
3. I use questioning as a way to assist learners in understanding their play activities.			✓	
4. I encourage learners to interact with others during play time.				✓
5. I encourage children to listen to the opinion of others when participating in play.				✓
6. I provide children with the opportunity to imitate the act of writing or practise writing within the continuous provision.				✓

7. How do you include play in the curriculum in order to develop pupils' literacy skills?

Providing children with role play, small world and writing area.

8. What guidance do you provide pupils during play?

I introduce them to new areas/games. I use play to promote independence.

9. How do you assess skills that are developed through play?

Observations.....

Section B: Benefits of play in developing pupils' literacy skills.

Description	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Play is important in developing childrens' cognitive development.	☒			
11. Through play activities children develop their oracy.	☒			
12. Play is important in developing the fine motor skills of children.	☒			
13. Play is important in developing the listening skills of children.	☒			
14. Structured play can hinder the imagination of children.		☒		

15. What play activities do you think are most valuable in developing pupils' literacy skills?

Role play as it develops oracy skills.....

16. What challenges/limitations do you believe are involved with using play in order to develop pupils' literacy skills?

Sometimes games / resources needed or available for play are limited.....

Appendix 4

Class: Reception Class

Duration: 45 minutes

Observations:

- The children engage in the introduction of the lesson.
- Once the children have been introduced to the lesson the teacher tells the children the play areas available to them.
- The children play independently in the play areas, many of the children engage in play within a cinema areas, however find it difficult to share objects such as the popcorn.
- In the play provision, the children are able to listen to music and participate in a dancing activity individually. The child talks about the music relating to the weather when participating.

Appendix 5

Research Questionnaire on Play in the Foundation Phase.

Section A: Ways in which Foundation Phase educators use play to promote pupils' literacy skills.

Description	Never	Rarely	Sometimes	Always
1. During play I allow the children to follow their own interests.				✓
2. I guide children during their play.			✓	
3. I use questioning as a way to assist learners in understanding their play activities.				✓
4. I encourage learners to interact with others during play time.				✓
5. I encourage children to listen to the opinion of others when participating in play.			✓	
6. I provide children with the opportunity to imitate the act of writing or practise writing within the continuous provision.			✓	

7. How do you include play in the curriculum in order to develop pupils' literacy skills?

Role play area, small world, construction, ICT, Reading corner, - these 'action station' areas are often enhanced with literacy activities.

8. What guidance do you provide pupils during play?

We have Rio challenges- enhanced activities - to guide them re writing / oracy / reading

9. How do you assess skills that are developed through play?

Often there is a member of staff in certain areas - they have certain training skills to focus on - we assess on Building Blocks.

Section B: Benefits of play in developing pupils' literacy skills.

Description	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Play is important in developing childrens' cognitive development.	✓			
11. Through play activities children develop their oracy.	✓			
12. Play is important in developing the fine motor skills of children.		✓		
13. Play is important in developing the listening skills of children.		✓		
14. Structured play can hinder the imagination of children.			✓	

15. What play activities do you think are most valuable in developing pupils' literacy skills?

Oracy ^{in all play activities} work is very important as they need this ~~for~~ to develop other literacy skills.
Role play area.

16. What challenges/limitations do you believe are involved with using play in order to develop pupils' literacy skills?

Play is essential - having enough staff to support their play is beneficial.

Appendix 6

Research Questionnaire on Play in the Foundation Phase.

Section A: Ways in which Foundation Phase educators use play to promote pupils' literacy skills.

Description	Never	Rarely	Sometimes	Always
1. During play I allow the children to follow their own interests.			✓	
2. I guide children during their play.			✓	
3. I use questioning as a way to assist learners in understanding their play activities.			✓	
4. I encourage learners to interact with others during play time.				✓
5. I encourage children to listen to the opinion of others when participating in play.			✓	
6. I provide children with the opportunity to imitate the act of writing or practise writing within the continuous provision.				✓

7. How do you include play in the curriculum in order to develop pupils' literacy skills?

The children participate in role play/small world play - writing / oracy opportunities.
 Role play - before completing eg. Story writing.
 Sacks in children memory long.

8. What guidance do you provide pupils during play?

Get in and join in childrens play.....
 introduce them to new games.....

9. How do you assess skills that are developed through play?

observation.....
 ..discussions.....
 ..photos/videos.....

Section B: Benefits of play in developing pupils' literacy skills.

Description	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Play is important in developing childrens' cognitive development.	✓			
11. Through play activities children develop their oracy.	✓			
12. Play is important in developing the fine motor skills of children.	✓			
13. Play is important in developing the listening skills of children.	✓			
14. Structured play can hinder the imagination of children.	✓			

15. What play activities do you think are most valuable in developing pupils' literacy skills?

Oracy activities... before writing/reading.

16. What challenges/limitations do you believe are involved with using play in order to develop pupils' literacy skills?

Children social skills - lots of children
 Struggle... to play with ICT becoming
 a large demand - lack of imagination.

Appendix 7

Research Questionnaire on Play in the Foundation Phase.

Section A: Ways in which Foundation Phase educators use play to promote pupils' literacy skills.

Description	Never	Rarely	Sometimes	Always
1. During play I allow the children to follow their own interests.			✓	
2. I guide children during their play.		✓		
3. I use questioning as a way to assist learners in understanding their play activities.			✓	
4. I encourage learners to interact with others during play time.				✓
5. I encourage children to listen to the opinion of others when participating in play.				✓
6. I provide children with the opportunity to imitate the act of writing or practise writing within the continuous provision.				✓

7. How do you include play in the curriculum in order to develop pupils' literacy skills?

..The..children..have..role..play..areas..writing..areas..arts...
 ..and..crafts..areas..which..develops..oracy.....

8. What guidance do you provide pupils during play?

..R..is..challenges-..the..children..know..what..they..are.....
 ..doing..each..week.....

9. How do you assess skills that are developed through play?

Listening to the children play in order to assess.....

.....

.....

Section B: Benefits of play in developing pupils' literacy skills.

Description	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Play is important in developing childrens' cognitive development.	☒			
11. Through play activities children develop their oracy.	☒			
12. Play is important in developing the fine motor skills of children.	☒			
13. Play is important in developing the listening skills of children.	☒			
14. Structured play can hinder the imagination of children.	☒			

15. What play activities do you think are most valuable in developing pupils' literacy skills?

Activities which develop oracy such as the role play area.....

.....

16. What challenges/limitations do you believe are involved with using play in order to develop pupils' literacy skills?

It is difficult to change the play provision as.....
often as I would like my planning time is spent.....
planning for lessons, often don't have time to plan to.....
change everything in play provision..

Appendix 8

9. How do you assess skills that are developed through play?

observation.....
 ..discussions.....
 ..photos/videos.....

Section B: Benefits of play in developing pupils' literacy skills.

Description	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Play is important in developing childrens' cognitive development.	✓			
11. Through play activities children develop their oracy.	✓			
12. Play is important in developing the fine motor skills of children.	✓			
13. Play is important in developing the listening skills of children.	✓			
14. Structured play can hinder the imagination of children.	✓			

15. What play activities do you think are most valuable in developing pupils' literacy skills?

Oracy activities... before writing/reading.

16. What challenges/limitations do you believe are involved with using play in order to develop pupils' literacy skills?

Children social skills - lots of children
 Struggle... to play with ICT becoming
 a large demand - lack of imagination.

Appendix 9

Class: Reception Class

Duration: 1 day

Observations:

- In the rotation of the lesson, 1 group is always playing.
- The children have access to many resources in the play provision, there is a craft area where children are being encouraged to make their own castles.
- The play provision includes a florist where the children have to fill in the order form, wrap the flowers and sell them, receiving money.
- The play provision also offers ICT, in the form of 4 computers. Many of the boys within the class go straight to the computers in order to play on the games, these did not participate in the role play during any play opportunity.
- The children had opportunities to use beads and thread them on to the string, this activity encouraged the children to work together.

Appendix 10

Interview questions

1. What is your favourite thing to play? Why?

I like to play on the smart board as I can colour the animals and play on games.

2. Do you learn about or how to do anything when you play?

I learn about writing, I practice my small writing in the writing area.

3. What do you do in the role play area?

Play, I like to give out flowers to my friends because I am the florist.

4. Does playing help you understand your school work?

Yes, I practise my writing.

5. Does your teacher use play to help you to learn?

Sometimes, usually on fun Friday.

6. Does play help you practise your writing?

No, I don't think so.

Appendix 11.

Interview questions

1. What is your favourite thing to play? Why?

I like to write postcards in the writing area.

2. Do you learn about or how to do anything when you play?

Yes, it is good to share. I learn words in the writing area too.

3. What do you do in the role play area?

I pick flowers and buy them.

4. Does playing help you understand your school work?

Yes, I practise my reading.

5. Does your teacher use play to help you to learn?

Yes, we have our challenges which we have to completed in our play time.

6. Does play help you practise your writing?

Yes, we can practise letters in the writing area or on the smart board/

Appendix 12

Interview questions

1. What is your favourite thing to play? Why?

I like to play in the florist because it is fun.

2. Do you learn about or how to do anything when you play?

I am learning about shapes.

3. What do you do in the role play area?

I give flowers to my friends and fill out the order forms.

4. Does playing help you understand your school work?

No.

5. Does your teacher use play to help you to learn?

Yes, we have challenges.

6. Does play help you practise your writing?

Yes, we practise in the writing area. |

Appendix 13

The image shows two identical 'Order Form' worksheets for a flower shop, placed side-by-side. Each form has a green header with the title 'Order Form'. The left form has handwritten selections: 'Type: loose', 'Colours: red', 'blue', 'purple', 'pink', and 'white'. The right form has handwritten selections: 'Type: loose', 'Colours: red', 'orange', 'yellow', 'green', 'blue', 'purple', 'pink', and 'white'. Both forms have a 'Gift tag message' section with handwritten text.

Order Form

Type: loose ☒ bouquet ☐ potted ☐

Colours: red ☒ orange ☐ yellow ☐ green ☐
blue ☒ purple ☐ pink ☐ white ☐

Gift tag message:

To: _____
From: _____
Message: _____

Order Form

Type: loose ☒ bouquet ☐ potted ☐

Colours: red ☒ orange ☒ yellow ☒ green ☐
blue ☒ purple ☐ pink ☒ white ☒

Gift tag message:

To: _____
From: _____
Message: _____

Appendix 14

Interview questions

1. What is your favourite thing to play? Why?

I like to play with cars.

2. Do you learn about or how to do anything when you play?

In the shaving foam I practise my letters and I draw patterns.

3. What do you do in the role play area?

In the role play area I am always the customer.

4. Does playing help you understand your school work?

No.

5. Does your teacher use play to help you to learn?

Yes, me make things when we play.



6. Does play help you practise your writing?

Yes, we use play dough for our words sometimes.

Appendix 15

Class: Reception

Duration: 1 hour

Observations:

- . The teaching assistant supports the child in an arts and craft challenge, the support assistant models how to cut the materials and then the steps to make the object.
- The children had many games out on the table during fun Friday activities. These include a puzzle, snap and pictures which are coloured by working out the sum.
- The teacher encourages conversation within the florist by telling the children about her favourite coloured flowers, the children then go on to tell the teacher their favourite colour. One child finds the teacher a bunch of her favourite colour flowers.
- The children were playing outdoors in the water area. One children had 2 containers and was using the small container to fill up the bigger one, using words such as 'bigger' 'heavier' and 'smaller'.

Appendix 16

Research Questionnaire on Play in the Foundation Phase.

Section A: Ways in which Foundation Phase educators use play to promote pupils' literacy skills.

Description	Never	Rarely	Sometimes	Always
1. During play I allow the children to follow their own interests.			✓	
2. I guide children during their play.				✓
3. I use questioning as a way to assist learners in understanding their play activities.			✓	
4. I encourage learners to interact with others during play time.				✓
5. I encourage children to listen to the opinion of others when participating in play.				✓
6. I provide children with the opportunity to imitate the act of writing or practise writing within the continuous provision.				✓

7. How do you include play in the curriculum in order to develop pupils' literacy skills?

The children have a writing area to practise their mark making.
All activities are collaborative to develop literacy.

8. What guidance do you provide pupils during play?

I play with the children encouraging them to take risks in their play.

9. How do you assess skills that are developed through play?

By observation and questioning children.

Section B: Benefits of play in developing pupils' literacy skills.

Description	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Play is important in developing childrens' cognitive development.	✓			
11. Through play activities children develop their oracy.	✓			
12. Play is important in developing the fine motor skills of children.	✓			
13. Play is important in developing the listening skills of children.	✓			
14. Structured play can hinder the imagination of children.		✓		

15. What play activities do you think are most valuable in developing pupils' literacy skills?

Oracy activities that provide a basis for reading and writing. Games such as Snap which develop pre-reading skills.

16. What challenges/limitations do you believe are involved with using play in order to develop pupils' literacy skills?

At a young age some children struggle to play with others, which means that oracy development is limited.

APPENDIX GA36c

Student name:	Katie Gregory	Student ID number:	1704385
Programme:	BA Primary Education with QTS		
Module:	The Reflective Practitioner		
Module code:	ECAD6003	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Sioned V Hughes	Internal Verifier:	Sioned V Hughes
Assignment Title:	A small-scale research project focusing on professional interest.	Word count (or equivalent):	6000 words
Submission deadline:	29/4/19	Return date of provisional marks & written feedback:	27/05/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Generic Assessment Criteria	av Ma ail abl e rks	aw Ma ar ks de d
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	20	

STUDENT FEEDBACK FORM

Assessment Mark (Assessment marks 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 (40% Max)		
	Over 1 week late (0%)		

