

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

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Introduction

In this essay I will be discussing the holistic development of one target pupil through a detailed analysis where next steps for learning will be concluded. It is important today to listen to learners which is supported by the child's rights of the United Nations Conventions on the Rights of Children (UNCRC), where listening to children has become an important policy in the process of making, research and practice (Clark, 2007). The rights are 'an international agreement for child rights' that protects the rights of children socially, culturally, economically and politically (Save the Children, 2019).

Firstly, it is integral to outline the primary methods of data collection and the various approaches that will be used such as the Mosaic Approach (2011) and the ASK model (2013). Following this, I will analyse and critically reflect the pupils learning through different areas and aspects of school life. It is important to consider achievement, attitudes and potential gaps towards their own learning. This will lead onto the appropriate strategies that could be considered to enhance the pupils progress in education. Complete anonymity and confidentiality will be provided of the school and the target pupil. Therefore, I will refer to the school as School X and the target pupil as Pupil 1.

My final school placement is in the heart of South West Wales which caters for 428 pupils where 33.1% are eligible for free school meals (My Local School, 2018). This represents the rate of deprivation as the school is surrounded by mainly local authority council housing estates. My target pupil for this study is a 7-year-old male in Year 2, who has a confident personality and shows the potential gaps of improvement. The target pupil was chosen by me with the support of the class teacher. It was brought to my attention that I intended on choosing a pupil that was achieving high standards in certain areas and achieving below the average in other areas. Therefore, Pupil 1 was chosen on the basis of his need for improvements and developments in areas of the curriculum.

Data collection

The main method that was conducted through this data collection was the Mosaic Approach. The Mosaic Approach promotes the view of the child and encourages to listen to pupil voice and what they feel impacts their learning (Clark and Moss, 2011). The method gathers data that is centred around the child's learning and school experience through the

use of individual tiles. This supports the analysis of a child's holistic development as according to Clark and Moss it allows children to be listened to and respond to their perspectives (2011). The method collects data that is centred around the child's learning which supports Clark and Moss's work on children's holistic development. The approach contributes to the value of a child's 'perceptions and priorities', and 'provide multiple opportunities' for their own pathway of learning through individual tiles (Alison Clark, 2007, p.76). The data collection consists of various tiles to create a mosaic. This includes observational notes, annotated samples of work, reading records and the child's photography which was taken through a tour of the school accompanied with an informal interview (Appendix A). All of the approaches are individual tiles that will form a larger picture at the end of the research (Clark and Moss, 2011). The use of observational notes will identify how pupils interact in a learning environment highlighting their strengths and weaknesses (Kawulich, 2012). However, it is possible that an important aspect could be missed from the research, similarly to the use of samples of work as they only portray a small characteristic of the pupil's ability. It is integral that the samples of work highlight a specific learning outcome. Furthermore, the use of the child's photography through the tour of the school is an important tile of the Mosaic Approach which show what the pupil is interested in through their own perspectives (Winton, 2016). It must be considered that a child may not be honest at all times and potentially take pictures for no reason. Therefore, during the photography it is vital to ask the pupil for their reasoning to ensure its meaning and clarification through an informal interview. The last tile that the Mosaic approach will consist of, is the use of reading records. Reading records indicate the level of reading and oracy skills possessed by the individual, however it must be considered that they only give an indication of literacy levels and no other aspect of learning. These will proceed to the collection of qualitative data. Qualitative research relies on the experiences that come directly from humans (University of Utah, 2019). According to Carol Grbich qualitative data can 'give an insight into people's individual experiences' (2013, p3) which is they key focus of this analysis. This will allow for Pupil 1 to express his opinion through the Mosaic Approach to support and show justification for the next steps on his learning. However, it is noted by Harry and Lipsky (2014) that it is important not to create generalisations from the research as every child is different through the way they learn and the pathway that they

follow within their education. Therefore, Pupil 1's holistic development and progress will be tailored for the individual with specific interventions.

The Mosaic Approach will be accompanied by Nottingham's ASK Model (2013) throughout the data collection process and analysis of the learner. The ASK Model acknowledges the role of attitudes, skills and knowledge in learning which is seen below.

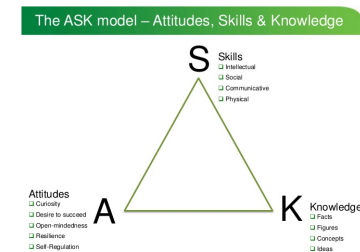


Figure 1 – The ASK model by James Nottingham (2013)

The focus of this model is to reflect on the target pupils through three specific elements; attitudes, skills and knowledge possessed by the target pupil. These include the attitudes referring to behaviour, the skills that refer to the social, physical and communicational aspect of the pupil and lastly knowledge which highlight the way that pupils conduct themselves (Bakarman, A.A, 2011). The model outlines the key values and the several roles that are portrayed through the learning process (Nottingham, 2013). It is important to demonstrate an education for all that associate development towards the three aspects (Nottingham, 2013). However, this model could be criticised by its importance of social skills when some pupils lack basic knowledge of core subjects (Nottingham, 2013). It could be argued that the development of personal and social development (PSD) can help develop other areas of learning. The encouragement and development of PSD and well-being can enable pupils to respond to the challenges in other areas of learning and experience (Donaldson, 2015) in a successful way.

Ethical considerations

This research consists of working closely with a target pupil and analysing their learning within a school environment by extending their understanding and knowledge which involves the perspectives of the learner (BERA, 2018, p3). All ethical considerations have been considered such as informed consent, anonymity and the right to withdraw at any time. This means that it is integral to provide complete anonymity and confidentiality towards the target pupil and the school. It is my duty and ethical obligation to protect the data and produce at the highest standards (BERA, 2018). Consent was received by the class teacher (see Appendix B) which indicates that the assignment has been discussed and the correct permission has been obtained. It is crucial that a fair research will be conducted by not developing any criticism and remaining professional at all times (BERA, 2018).

Analysis of the learner

Literacy and Language

Pupil 1 led a tour of the school where he focused on the places and areas that have and are impacting his school experience. Pupil 1 captured several photographs of the school communal library (Appendix C) where he expressed his love for books and reading. This shows the importance of books to him which is supported by S.P. Suggate et al that beginning to read at a young age provides a foundation which can impact on reading achievement (2012). This allows his literacy level to increase with the support at home from his parents and guardians. Clark and DeZoysa reveals that the relationship between reading for enjoyment and attainment results in more developed and affluent readers (2011). It is also suggested that reading for pleasure is an important factor to help prevent social exclusion and increase educational standards which is seen through Pupil 1's literacy development (Clark and Rumbold, 2006). It is perceived by some, that a pupil's development is influenced by others such as parents who provide them with opportunities and support in their learning (Whitebread and Bingham, 2013). This supports the observation that Pupil 1 tries his best with all learning experiences which could be due to

other influences such as his family. It is shown from his passion for books and the library that literacy is his strongest subject area. Currently, Pupil 1 is at a Level 5A and expected to achieve the same at the end of the Foundation Phase leading into Key Stage 2. During observations and group work with Pupil 1, he is a very able learner and uses all aspects of his literacy work to ensure he meets the needs and standards of the lesson.

The evidence from Appendix D highlights his standard of work through Language lessons where he uses cursive writing to create high standards of work. It is essential for pupils to show a level 5 at the end of the Foundation Phase which Pupil 1 meets. He is showing strong attributes in asking a range of questions through a variety of texts, identifying different features of a piece of literacy and follow a structure in his writing with support from other literacy work (Welsh Government, 2015). Pupil 1 has been reading regularly on a weekly basis where his speech, language and oracy skills are monitored. It is apparent in Appendix E from his reading records that his level of literacy is improving and continuing at a high level. It is concluded by Sue Wilkinson in her research that reading regularly can improve communicational skills and long-term educational outcomes (2015). This is supported by Graham Donaldson, that the development of a child's oracy and expression of ideas through speech and language gives an important foundation of learning for children (2015).

Pupil 1 communicates and engages with his peers effectively in the classroom, which is evident from his Read Write Inc sessions. It is seen in Appendix F that Pupil 1's literacy weakness is spelling. It is acknowledged by his teacher that he needs to use his sounds to help him with spelling. It is suggested by M.L Bosse that it is integral for children to be able to spell today which can affect their integration with society (2015). Therefore, Pupil 1 could develop his literacy to a higher standard by improving his spelling and aid his social skills. During the Read Write Inc sessions, Pupil 1 is partnered with a pupil who is non-verbal, therefore does not communicate through her vocals. However, this does not seem to be a challenge to Pupil 1. Pupil 1 is able to continue with his own progress whilst encouraging and communicating with his partner through mainly pointing and leading the partnership. It is suggested by ReachOut that building a positive peer pressure environment can influence others to succeed and build a positive learning environment (2019). This observation of

encouragement could be linked to his social and communicational skills with pupils in his group and during play time at break and lunch.

Social skills and well-being

Pupil 1 emphasised his popularity during the tour of the school that he conducted. The pupil took a photograph of his favourite book that included a group of best friends (Appendix G) which he later compared himself to the main character in the informal interview (Appendix H), as everyone are his best friends. However, this appears to be different during his social time at break and lunch. Pupil 1 is in a friendly and caring year 2 class who all play collaboratively. On the other hand, Pupil 1 unfortunately excludes himself by choosing to be independent. It is revealed by John Bowlby that it is aimed for children to become confidently independent, however, this could impact on the development of PSD at such a young age (1956). It is evident that he enjoys socialising and interacting with adult company during school hours, this could be due to him being an only child. It is suggested by Lewis (2015) that child-parent attachment shapes social development which can lead to the child becoming largely independent outside of his comfort zone. The effectiveness and time spent in the playground is key in the development of physical, mental, intellectual and social well-being of children as the playground is seen as a community in school (Sharif, 2014). Pupil 1 enjoys the playground however through adult interaction rather than peers. It is important to develop their social skills by interacting with peers, as stated by Lev Vygotsky; the aspect of social learning comes before any educational development (1978). Therefore, developing social skills are essential for further development.

The playground is usually referred to as a fun and sociable area, however, unfortunately Pupil 1 feels more secure in the classroom under a more controlled environment. This could explain to some extent as to why Pupil 1 seems anxious around other pupils in the playground and feel more content involving himself with adults. Social skills and well-being amongst young children are important for their Personal and Social Development. Target Pupil 1 is currently achieving a Level 5B however predicted to achieve a Level 5A in this area of development. Personal and Social development involves developing an interest of the growing world around them (Foundation Phase Framework, 2015) which Pupil 1 needs to have a further understanding.

It is evident through observation that he treats aspects of learning as a competition. For example, Pupil 1 tends to rush his tasks and activities to complete them first. However, this can result in not completing the work at his best ability and potentially incorrectly. This highlights that Pupil 1 does not maintain knowledge which is identified through the ASK model by James Nottingham (2013). In certain areas of learning it can result in affecting the pupil's skills and attitudes. It is important for children to feel the sense of competitiveness amongst others however it can affect mental health and well-being. This is supported by Maurice E. Stucke who reveals that competition does not bring benefits at all times as it can be the root of the problem (2013). This was also apparent during Athletics club. Pupil 1 found it very hard to handle the sense of failure and lost during a sporting activity which led to him faking an injury as an excuse to coming last. This shows how he deals with being competitive and losing. This is important to consider when establishing ways to solve this issue of being able to accept failure and developing his social skills.

Mathematics

Pupil 1 captured photographs of the mathematical area highlighting the resources available in the classroom (Appendix I). It is noticeable from observation and teaching that numeracy is not his strongest area of learning, therefore it is interesting as to why he would take photographs of this specific aspect of the classroom. In regard to the evidence of work that has been collected and captured for Pupil 1's attainment and development (Appendix J) he is achieving a Level 5C in his numeracy which is below his predicted grade of a level 5B. It is made understandable for all pupils to use the resources and displays in the classroom as a tool to help them with their learning and solving problems.

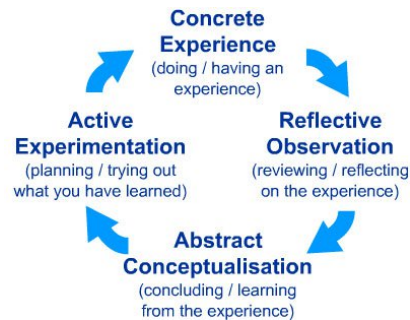


Figure 2: Kolb's Experiential Learning Cycle

The Kolb Experiential Learning Cycle (1984) above shows how having a range of varied learning styles can engage a child's learning. It is important to put emphasis on the area that fits best for the situation as 'learning is the process whereby knowledge is created through the transformation of experience' (Kolb, 1984, p.38). It is evident from Pupil 1 that his learning style for numeracy is through concrete experiences therefore, the resources are vital for him to use and aid his learning. Protheroe explores the way teachers should influence learning of pupils cooperatively and independently by encouraging them to investigate further by the aid of resources (2007). Pupil 1 expressed his likeness for using the resources and learning through a more practical approach. This is supported by Emma Woodley who mentions that the use of good practical work through a hands-on approach can help develop their understanding of concepts (2009). This supports Pupil 1's way of learning numeracy to suit his ability, need and cognitive processes (McLeod, 2017).

Pupil 1 often lacks confidence when participating in numeracy activities, as he understands it is not his strongest area of learning. Appendix K shows himself working practically with his peers. As previously stated, Pupil 1 feels the pressure of his peers in the learning environment where he feels the need to compete regardless of whether if he answers incorrectly. Pupil 1 demonstrates characteristics of being under pressure yet through a competitive aspect. Pupil 1 has made it clear that he possesses a 'desire to succeed' which is an element of the attitudes aspect of the ASK model (Nottingham, 2013). It is a quality that could lead to positive learning and determination that highlights resilience, skills and subject knowledge (Nottingham, 2013). It has been researched by Lev Vygotsky that cultural

learning can develop a pupil's development through the emphasis on what children can pick up through the habits they adopt to their own nature (Nottingham, 2013). Vygotsky expresses that learning culturally is key for pupils as the community plays a central role of cognitive development (1978, p.90). However, Vygotsky's recommendations are interesting and useful to some extent as it can vary due to the cultures involved and the different environments. It is evident from the cross-curricula areas of learning that Pupil 1 has shown attainment and achievement with aspects to be improved that aids his holistic development with his next steps along his pathway of learning. Pupil 1 can demonstrate an understanding of place value up to at least 100 and compare and order 2-digit numbers through practical work successfully (Welsh Government, 2015).

Next steps

Literacy development

Pupil 1 has demonstrated strengths and weaknesses across the curriculum. It is crucial that teachers have the ability to develop pupil progress through specific individual strategies and interventions to help further holistic development.

An important aspect of Pupil 1's holistic development in literacy is the need to improve his spelling. It was evident from the data collected that Pupil 1 struggles in this area of literacy despite being able to read at a high level. It has been noticed in the classroom that Pupil 1 should have the opportunity to develop this area by having more interaction with the phonics and sounds of letters outside of his Read Write Inc sessions. This intervention will include independent sessions to focus on the phonic sounds to aid spelling. As previously noted, Pupil 1 experiences difficulty with peer interaction that he creates a competition within lessons which results in being incorrect at times. Therefore, individual sessions will suit the learner's needs by allowing him time to think and engage with his learning without feeling any peer pressure. Children need an understanding and a phonic knowledge to enable them to structure and help spell words (Waugh, 2000). It is argued by Mudd (1994) that sounding out the word is only effective if that person has the knowledge

of sounds. This suggests that it is important to have a contextual background knowledge of sounds to enable spelling to be successful and correct. The ability to spell can lead to several positives which is highlighted by David Waugh. Sounding out letters to help spell words can 'maintain the flow of their writing before checking spellings and seeking assistance from the teacher' (Waugh, 2000, p.5). It is also integral to potentially change my own teaching practice to suit the individual needs of the learner and combat any issues. This could be done by applying emphasis on phonic sounds and knowledge when completing work and using visual aids around the classroom to help with his learning. It was concluded by Shabiralyani et al. that visual aids increase the use of active learning which can encourage students to learn effectively (2015). The use of visual aids helps to create real experiences for Pupil 1. Therefore, visual aids in this approach will help develop real life and concrete experiences to develop Pupil 1's spelling and learning throughout. This strategy is seen through his mathematics where concrete experiences stimulate his learning. This highlights the opportunities that the ability to spell can bring to Pupil 1 where he will be transitioning into Key Stage 2 at the end of the year. This support with his spelling will enable him to succeed in other areas of the curriculum where subjects will be cross-curricula from the New Curriculum for Wales being implemented, as the use of visual aids help to stimulate learning and 'improve the learning environment in a classroom (Shabiralyani et al. 2015, p.233).

Well-being and social skills development

It is important to develop Pupil 1's well-being and social skills. It is evident from the data collected that Pupil 1 does not treat the playground as an area to socialise with peers. As previously stated by Sharif (2014) that the playground is deemed as the community of the school amongst pupils. It is an element of school where pupils are allowed the freedom to play and socialise with one and other. Pupil 1 communicates effectively and confidently with teachers and adults which could a result of being an only child. To develop Pupil 1's social and communicational skills amongst peers it is important to provide support from all in the class and provide more inclusive sessions that develop emotion and communication amongst each other. This could be achieved through the inclusion of whole class activities

on a regular basis to help develop an inclusive environment. This would be providing all children the same service of social skills development which could result in changing the dynamics and culture of the classroom. It is important to make all children aware that developing social skills helps provide a community within the classroom and ultimately provide Pupil 1 with the guidance he essentially needs to socialise with peers and not be as independent in the playground. However, it could be considered that initiating a whole class approach may not be effective for the individual's need. It can be suggested that whole class approach can lack effectiveness depending on the 'level of attentiveness of the students' (Tanveer, 2008, p.6). On the other hand, it is paramount that Pupil 1 understands the social aspect of school and incorporates himself into the school dynamics and culture. To increase the effectiveness of this strategy it will be essential to alter my teaching practice to provide the opportunities for Pupil 1 in his social skills well-being development. The New Curriculum for Wales which will be implemented puts emphasis on smaller group activities across all areas of learning. However, during introductions and plenaries it would be an idea to engage all by whole class activities where Pupil 1 can increase his social and communicational skills with peers in a learning environment. The use of whole class activities would be beneficial to learners however it depends on the circumstances of the lesson. It has been concluded by Tanveer that introducing whole class activities can be effective depending on the 'nature and objective of the lesson' (2008, p.8). Therefore, it will be influential for Pupil 1 to be exposed to both types of teaching techniques with the guidance of creating a positive peer environment. It is vital for Pupil 1 to create a positive peer relationship as otherwise it could lead to problematic relationships later on in life (Mize, 2005). Jacquelyn Mize suggests that it is key for all pupils to gain a high level of social skills at a young age and Pupil 1's pre-school experience could have lacked this and now would be a crucial time to implement this prior to his transition into Key Stage 2 and aid his holistic development (2005).

Mathematical development

It was evident from the data collected that mathematics is Pupil 1's weakest area. It was noted that Pupil 1 is engaged through a hands-on approach of concrete experiences. This would be elemental in his development of mathematics. It is noted by Denis Abao Tan

(2018) that ensuring a strong foundation on mathematics can provide and lead to acquiring more maths skills and a greater performance. I believe that enhancing Pupil 1's learning style is essential to develop his learning forward. Therefore, incorporating more concrete experiences is crucial for the development of Pupil 1. The use of something real and concrete can enable pupils to understand and learn at a better rate especially with the connection they have with daily connections (Putri et al, 2018). The intervention that I will implement to aid Pupil 1's mathematical development is the use of Concrete-Pictorial-Abstract Approach (CPA). The CPA approach is comprised of three learning steps, these are; learning through concrete physical material to demonstrate the learning method, learning through the representation of pictures and lastly the use of problem-solving scenarios through abstract notations (Witzell, 2005). The CPA approach highlights the way that Pupil 1 can develop his maths and improve his pathway of learning for the area. It is important that this approach is being undertaken through all mathematical concepts to ensure frequent use and provide confidence for the pupil that resources are used regularly. It will be crucial for myself, as a teaching practitioner, to provide sufficient resources and support during the process of concrete and pictorial experiences before moving forward to the problem-solving aspect. This support will enhance Pupil 1's mathematical ability due to his low mathematical skills (Putri et al, 2015). The CPA approach is supported by Putri who concludes that the approach can 'enhance ability of mathematical representation (and) spatial sense' (2015, p.69). This indicates the effect that the approach can have on Pupil 1 to improve his learning. It must be noted that an approach that only relies on concrete experience has not been presented due to the stage that Pupil 1 is in his education. As previously mentioned, Pupil 1 is currently in year 2, therefore will be transitioning into Key Stage 2 this coming September. Unfortunately for Pupil 1, teachers cannot accommodate for the different learners needs each lesson and due to this, the CPA approach can introduce other methods of mathematical styles to prepare Pupil 1 for this change gradually. The New Curriculum for Wales being implemented later this year promotes a Foundation Phase way of learning which means that maths could be taught through a more hands-on approach, but it is important to portray knowledge through written form and evidence. Therefore, Pupil 1's mathematical development can be improved by the opportunities and experiences that the pupil will gain from lessons and teachers.

Conclusion

To conclude, this essay has provided a detailed analysis on a child's holistic development where recommendations have been made to develop learning and provide a positive and effective pathway of learning. It is evident that Pupil 1 can improve his learning development through the approaches that have been tailored for his cognitive processes within literacy and language, well-being and social skills and lastly mathematics.

The data to support this research was collected through the use of individual tiles of the Mosaic Approach. The data was collected through the use of primary data, therefore, was valuable to ensure validity when analysing and predicting new approaches and pathways of learning for pupil 1. The use of collected primary data presents itself as important evidence with the analysis of a child's holistic development. However, this research included limitations. Due to the timescale of the research I was only able to research in depth regarding a limited amount of areas of learning. This was a consequence of the National Testing that took place at the beginning of the research period, therefore, only literacy, mathematics and well-being were focused on predominantly. This means that only one aspect of Pupil 1's holistic development has been assessed and analysed. The approaches that have been presented will need to be trialled to ensure its effectiveness to outline any changes that may need be needed.

The New Curriculum for Wales will be implemented by Graham Donaldson which introduces new techniques and approaches to pedagogies and cognitive teaching. Pathway of learning is moving forward with the times of today with the incorporation of the 4 Purposes (Donaldson, 2015). These will aid learners and Pupil 1 in their holistic development as they help pupils assess their own holistic development regularly.

Appendices

Appendix A

Toru of the School Interview

1. What do you like about school?

2. Where's your favourite place in the school?

3. Do you like the playground?

4. What do you like about the classroom?

5. What do you not like about the classroom/school?

These questions are only to help with the structure. They may lead to further questions being asked.

Appendix B

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

Dear class/senior mentor,

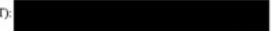
For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

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

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

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

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

STUDENT NAME (PLEASE PRINT): 

SCHOOL NAME (PLEASE PRINT): 

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):


SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

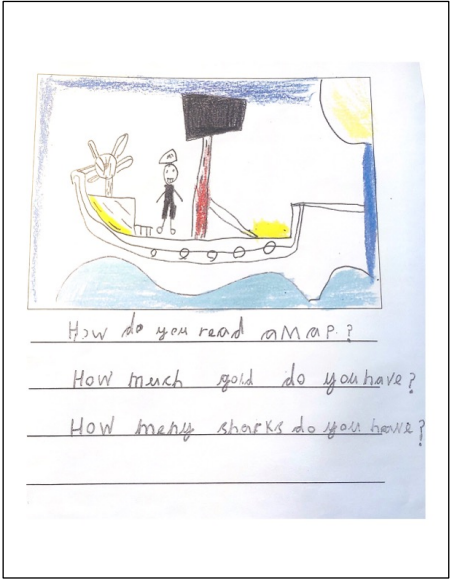

If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
M.Jones@uwtsd.ac.uk

Many thanks in advance
SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix C



Appendix D



Appendix E

APLP PDPA

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Reading record

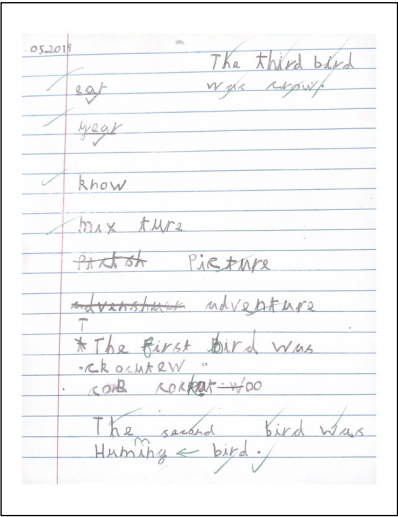
Name of learner: Target Pupil

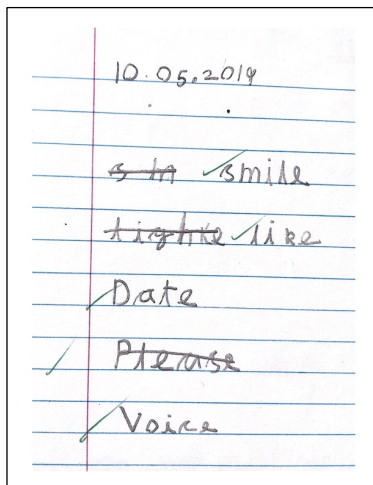
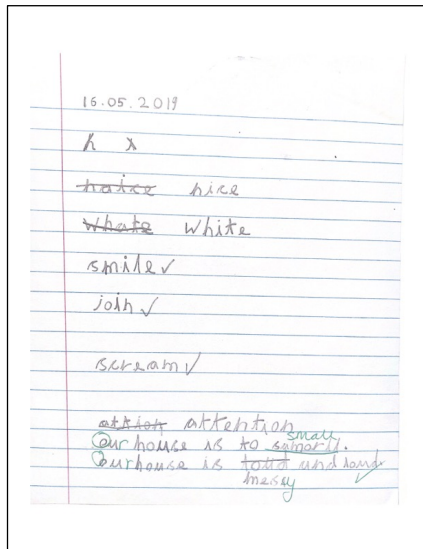
Reading age (if known):

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)
2.5.19	Click Bang Pop (repeated reading)	Factual book	- Recognises punctuation. - Understands the importance of emphasising lists, bullet points and titles. - Very clear speech. - When stuck on a word - uses his phonic skills to ~~what~~ sound the word out. - Using the book to read back to help him answer questions.
2.5.19	Wilbur at the seaside P1-6	Fictional book	- Good clear reading. - Understands the use of speech marks. - Needs more practice on commas.

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

Appendix F





Appendix G



Appendix H

(Pictures were taken of certain aspects)

Topic of the School Interview

Interviewer: [Name]

1. What do you like about school?

The library - enjoy reading in spare time at home and in class.

2. Where's your favourite place in the school?

The library - favourite book is 'We are Gentle' about being kind and a group of best friends that are animals. Everyone are his best friend.

The classroom - all of my friends are there.

3. Do you like the playground?

Yes - like the field - like goal.

Like the soccer ball in Yr 1: independent + the trees.

4. What do you like about the classroom?

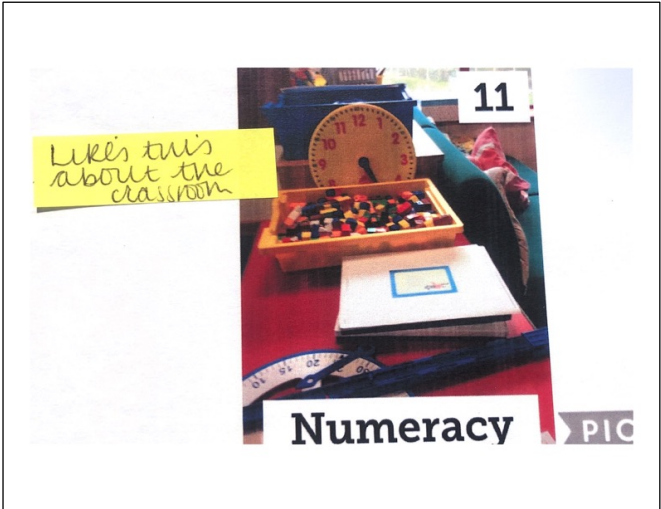
Maths resources - use them when he's stuck.

5. What do you not like about the classroom/school?

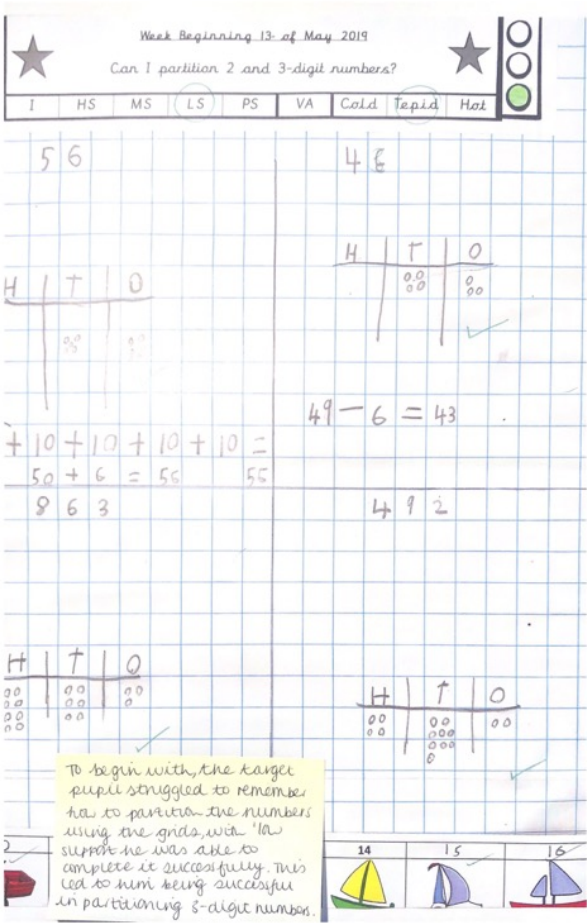
Nothing!

These questions are only to help with the structure. They may lead to further questions being asked.

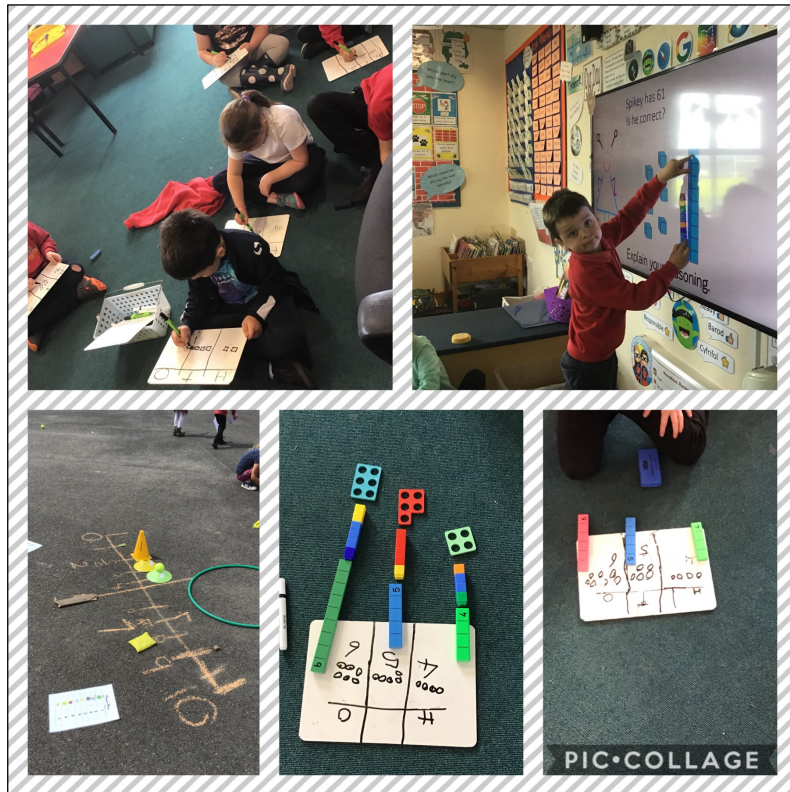
Appendix I



Appendix J



Appendix K



References – Bibliography – alphabetical order

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