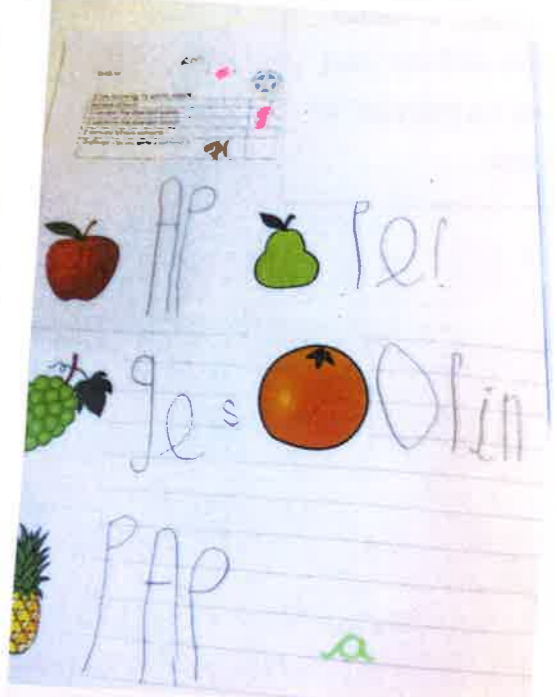


Child M - Characteristics of Effective Learning

M loves learning, playing with her friends and exploring new activities. She is inquisitive and curious and often at the centre of activity! M shows a caring attitude towards others and has built up strong friendships this year. M has made progress in sustaining her concentration levels and is becoming more resilient to set backs and challenges.

M was playing with the wild animals. As she picked up each animal she said the initial sound at the start of each word e.g. "E for elephant", "g for gorilla", "t for tiger", "sssss snake", "k for kangaroo, snake has a k in it too!" 13th February 'Discovery Time'



used the dinosaurs to retell the Little green dinosaur story. She told me she was putting on a show and I needed to watch. "Are you my mummy said the little green dinosaur. No said the slow brontosaurus not I."
Observed by
 RM April 20th

In the house area, M pretended to be a mummy. Whilst telling her baby a story she said "Once upon a time there was a little pig." She continued "The next day they built a house of straw." She acted out movements of the characters and at the end of the story she said "At the end they lived happily ever after and the wolf never came back again."
 9th March 'Discovery Time'



Notes
 wrote out a prescription. She wrote the dominant sounds that she could hear in words.
Observed by
 JG

November 21st

to S S t u I W u d L u c
 A c u t b e i b L A L A
 A n d I W u d L u c A
 I s W i n A S A P S A n d
 A P e l o n I l l i n g
 f r o m

Notes
 chose to make a card for Dora. She copied the word 'to' from the whiteboard and wrote her name "Dora begins with 'd' but I don't know that one"

Next steps
 Pencil grip, phase 2 phonics

Observed by
 EW

Aspects contributed to by this experience:

- Can copy some letters, e.g. letters from their name.
- Col. Maintaining focus on their activity for a period of time
- Gives meaning to marks they make as they draw, write and paint.
- Hears and says the initial sound in words.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.



read the words and matched them to the correct picture. She then challenged herself to put the words into a sentence.
Next steps
 To form letters correctly.
Observed by
 RM

M exclaimed "look I've found a book about chicks and chickens like we have in our classroom" when we visited the library. She opened the book and said "This is the contents page, it tells us where to look." She ran her finger under the words "E-g-g egg, ch-i-ck chick, h-e-n hen. That is the letter e and it makes the 'e' sound. I know that. But it is hard to write! 25th May

Read majority of set one key words when playing a game with Mrs Ferret.
 17th March 1:1 work

February 16th

Phonics Frog ran out of his favourite food so we had to write a shopping list for him.

Can you learn to use my sounds
 Can you write the first sound
 Can you write the last sound
 Can you write more than one sound in a word
 Can you write your letters neatly?

My Shopping List

F i s h
 t m t tomato
 s m s smarties
 p i s pizza
 A P apple
 m i l k milk



The girls acted out and told a story together: "once upon a time there was a little dinosaur. The little dinosaur was sad. Then the mother came. They played. They said they needed more friends. Then another dinosaur came and said do you want to play with me. Then they play together. Then they thought they need more friends. The last dinosaur was asleep. They all roared to wake him up. He woke up and they said do you want to play with me. They played together. The end."
Observed by
 RM

Read "A fish can swim" and "a dog can run" from the captions in the role play vets. M pointed to each word as she read and sounded out "s-w-i-m". 15th June

the s n u l l i t
 c o l l e d I m e t i t
 t o s n u l l i t
 n a m e b l t I
 m u d l u c i t t o
 s n u l l f e s t s i
 t o a y A n d I m e t i t

TOPLSIFLIT
 LSMJE
 FOM

To police I think it is mine from

wrote a letter to the police telling them who she thought flushed Mummy Dumpty