**EDN 470- Action Research for Reflective Practitioners**

**Appendix E Timeline of Hours Completed**

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| **Date** | **Hours Completed** | **Activities Completed** | **Assessment** |
| **21-4-15**  **Cycle 1** | **3** | * Formative assessment Literacy: observing children during their literacy rotations and assessing children’s abilities to recognise the initial sound and other sounds within their names. Rubric to assess children’s abilities to recognise letters * Gross Motor Observations: During the allocated FMS block, I observed the focus children, crawling through tunnels, climbing over different frame heights, jumping on mats, hoping, bouncing and catching the ball. Using Movement Starters Checklist, record children’s abilities, participation and attempts at the skill. * General observations taken while the children played with their peers within the various play areas * Refer to items of evidence Assessment Pictures | * Of focus children 2 were able to recognise not only letters within their name, but many other letters within the alphabet by saying the name and the sound. Able to write most letters with given visuals for more difficult letters (q, x, y, k). * 3 of focus children were able to recognise their initial letter and know the name/ sound, struggled with some of the other letters. Children were able to write their name clearly, with some assistance needed * 3 of the focus children didn’t know the sound/ name of their initial letters or other letters within their names. Could trace their name and attempted to write free hand. |
| **22-4-15**  **Cycle 1** | **3** | * Jumping onto letters- to spell their names/ focus on a specific letter. * Children will have a letter called out (initial sound for weaker students, jumbled for stronger children), they will look onto the mat and jump to the letter that is called out. Flashcards for those who require them | * Using a checklist filled with the letters within their name highlighted, I will tick/ cross/ place a dot to monitor the children’s ability to complete the objectives/ task. * Reassess later in the cycle. * Photographs/ work samples |
| **23-4-15**  **Cycle 1** | **3** | * Jumping and hoping onto lily pad letters. Children will begin at the starting lily pad and jump onto the letters in their name. This activity will help children practise spelling their name in order and retain the names/ sounds in their name. * For children who find this too easy, they will follow the same activity, but will hop to collect bean bags of the lily pads which will be jumbled and then put them back into order. * Weaker children will focus on their initial sound and the following letter, to assist with letter recognition and the ability to retain letter name and sounds. | * Due to previous struggles in earlier activity, prior to lesson, I will use flash name cards for students who require help, to see which letters in their name. * Continue marking checklists, in second colour to monitor progression. * Photographs taken * Observation notes. * Teacher feedback |
| **19-5-15**  **Cycle 1/2** | **3** | * Whole Class Activity: Learning Jolly phonics song using interactive white board * Alpha blocks interactive white board activity, children listen for the sound and find the correct block * Alpha catch: I will begin by throwing them a few balls with letters on them, as they catch the ball they say the sound | * Photographs of the whole class * Feedback from the teacher * Observation notes |
| **20-5-15**  **Cycle 2** | **3** | * Heidi DVD letters S & A songs, practise writing the lower case and capital * Looking through the letter S and A power point pictures starting with those sounds. * Balancing on rope letters: children will walk across the SATPIN letters to practise the letter formation. | * Observation notes * Photographs * Checklists- who was able to balance and follow the letter the whole way, started at the right spot. |
| **21-5-15**  **Cycle 2** | **3** | * Heidi DVD letters S & A songs, practise writing the lower case and capital * Looking through the letter S and A power point pictures starting with those sounds. * Bean Bag Throw; children will pick up a bean bag with a picture of an object, they will have either an A/S option to throw the bean bag into. * Alpha catch: half will do alpha catch revision and half will do the bean bag thrown | * Observation Notes * Checklist- who was able to throw/ couldn’t throw/ who required assistance |
| **26-5-15**  **Cycle 2** | **3** | * Whole class activity: jolly phonics song and the Heidi DVD letters S & A songs. * Comprehension activity: Children will be read a story which they will be required to listen to, throughout and after the story I was ask them a series of questions, where they will be required to jump up rather than hand up to answer the question. * Review of initial sounds activity, jumping on the mat without flashcards to assess children’s progress and understanding | * Observation notes- who answered the questions correctly or who simply jumped up. * Checklist who got correct picture to letter/ needed assistance. |
| **28-5-15**  **Cycle 3** | **3** | * Alphabet songs- Youtube, jolly phonics * Power point Pictures revision (S/A). * Whole Class Gross motor stretching/ link to animal books. Read animal story book and as a whole class, we will practise different anima movements, stretches and noises. | * Observations- who follows the instructions and watches modelled example |
| **2/6/15**  **Cycle 3** | **3** | * Heidi DVD: begin with the next letter T and start looking at A/T songs, as we finish the fortnight class activities of S/A * Comprehension activity: Children will be read a story which they will be required to listen to, throughout and after the story I was ask them a series of questions, where they will be required to jump up rather than hand up to answer the question. * Extension of S/A pictures, children will climb up the playground/ climbing frames and collect the picture starting with either sound to place in the basket. | * Checklist- ability to climb, who requires assistance. * Photographs |
| **4/6/15** | **3** | * Children will then participate in the obstacle course of Going on a Bear Hunt, were they climb, crawl, run, and jump through our home made obstacle we created together. * Extension of S/A pictures, children will climb up the playground/ climbing frames and collect the picture starting with either sound to place in the basket. | * Observations – progression, difficulties, what worked and didn’t work. * Photographs |