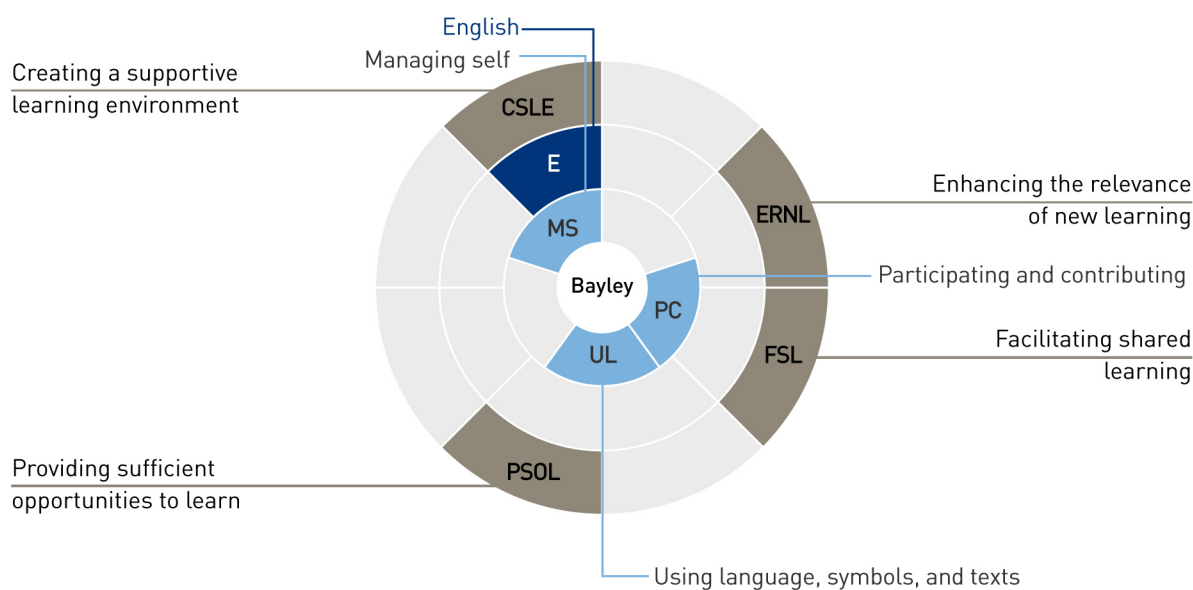


Bayley enjoys books

Links to the curriculum



Student background

Name	Bayley	Bayley loves jigsaws, books, the playground, and Perceptual Motor Programme (PMP). Bayley, who is on the autism spectrum, uses the Picture Exchange Communication System (PECS) to communicate.
Age	5	
Year	New entrant	
School	Primary	

Bayley is a student in a class of 19 children at a large full primary state school. The school receives ongoing and reviewable resourcing schemes (ORRS) funding (0.2 FTE teacher) to support Bayley’s learning and has the support of a teacher aide in class (22.5 hours per week).

Three learning stories

- 1. In the library corner** 26 March 2008
- 2. Enjoying a book** 24 June 2008
- 3. Reading with friends** 30 July 2008

This string of learning stories shows Bayley enjoying books and showing his developing emergent concepts about print (using language, symbols, and texts). He shows increasing independence and awareness of class routines (managing self).

In the library corner

Student	Bayley	Date	26 March 2008
Topic	Becoming familiar with class routines	Observer	Cathie (teacher)

The intended learning is for Bayley to:

- be familiar with class routines
- be confident within the classroom setting
- enjoy looking at books.

Since the beginning of the school year, Bayley is attending school more and more and is becoming increasingly familiar with, and comfortable in, our classroom. His teacher aide (Cate) told me this morning that he was very excited to be returning to school after the Easter break. Usually when Bayley arrives at school he needs guidance from his teacher aide in what to do and which part of the classroom to go to.

Today, when Bayley arrived he marched straight over to the couch in the library corner. This is a favourite area of the room for him. As you can see from the photos he likes to make himself comfortable! The book in his hand is a favourite that he picks out from the book shelf most days. He does not open the book but enjoys looking at the cover.



Analysis – what learning is happening here?

Key competencies

Managing self

Bayley is able to find a favourite spot in the classroom independently and to choose a book to look at.

Participating and contributing

Bayley is showing he feels comfortable and confident in Room 2.

Learning areas

Level 1 English: Listening, Reading, and Viewing: processes and strategies

- Selects and reads texts for enjoyment and personal fulfilment.

Bayley is building book sense. He enjoys holding books and looking at the covers.

Where to next?

Scaffold

We will encourage Bayley to:

- look at all the pages of his favourite book or listen to the story being read to him
- widen his book selection
- become familiar and comfortable with more learning areas in the classroom (e.g. writing table, mathematics shelves).

Footnote: This learning story is also part of the 'Bayley starts school' string.

Enjoying a book

Student	Bayley	Date	24 June 2008
Topic	Personal reading	Observer	Cathie (teacher)



Bayley is being encouraged by his teacher aide to turn the pages of a book from his browsing box. ([Click here](#) to view the video clip online)

Bayley enjoys the class library corner. It is a favourite place for him to go to, especially if he is a little tired and needs some time out. He usually picks out one book to hold that has been a favourite since he started school. The red cover seems very appealing to him. Yesterday, during lunchtime, he discovered a new book while he was having a quiet time in the library corner with his teacher aide.

Today, at reading time, he chose the same book from the bookshelf, made himself comfortable on the bean bag and settled down to enjoy the book.

He began at the start of the book and turned the pages by himself, looking carefully at the pictures on each page. What a clever reader you are Bayley.

It is great to see you broadening your reading interests with a new book! Sometimes Bayley turned the book upside down to look at a picture but then turned it round again to turn to the next page. It is lovely to see you enjoying our class library Bayley!

Analysis – what learning is happening here?

Key competencies

Using language, symbols, and texts

Bayley enjoys looking at the pictures in a book.

Managing self

Bayley is able to find a favourite spot in the classroom independently and choose a book to look at.

Learning areas

Level 1 English: Listening, Reading, and Viewing: processes and strategies

- Selects and reads texts for enjoyment and personal fulfilment.

Bayley displays appropriate reading behaviour – looking at the pictures, turning the pages and starting at the beginning of the story.

Where to next?

Scaffold

We will encourage Bayley to widen his book selection.

Increase complexity

We will continue to include Bayley in the emergent reading group at instructional reading time. We will encourage him to look at the pictures and turn the pages by himself. We will hold his hand to help him to point and look at the text while it is being read.

Reading with friends

Students	Bayley, Ella, and Sophie	Date	30 July 2008
Topic	Personal reading	Observer	Julie (teacher)

The intended learning is for Bayley to:

- enjoy 'reading' picture books
- work co-operatively with others
- participate in routines at school.



Today, after lunch, Bayley demonstrated that he is aware of some of the routines at school. He came in and went to his schedule, with the help of his teacher aide. He then looked at the picture of reading in class, took it off and peered around to look at the reading corner where the children share books, showing that he understood where this activity takes place. He was then approached by two girls, Ella and Sophie, who wanted to read a book with him. They all made themselves comfortable and shared a couple of books with Bayley.



He was engaged in the books, following their instructions to look at the pages and sometimes turning pages himself. Occasionally, he lost focus, wanting to touch the girls' hair, but they directed his attention back to the books with success. The book that held his attention for the longest time was his own book "I am Bayley".

I'm glad you enjoying reading with your friends Bayley!

Analysis – what learning is happening here?

Key competencies

Using language, symbols, and texts

Bayley enjoys looking at the pictures in a book and being read to.

Managing self

Bayley is beginning to understand the routines of school through his visual timetable.

Relating to others

Bayley can work co-operatively with others for a short time.

Learning areas

Level 1 English: Listening, Reading, and Viewing: processes and strategies

– Selects and reads texts for enjoyment and personal fulfilment.

Bayley demonstrated appropriate book-sharing behaviour, following pictures, and turning pages.

Where to next?

Scaffold

We will encourage further independence with the picture schedule to consolidate more routines at school.

We will offer Bayley more independence in book-sharing time (e.g. choosing the book, turning more pages, choosing partners).

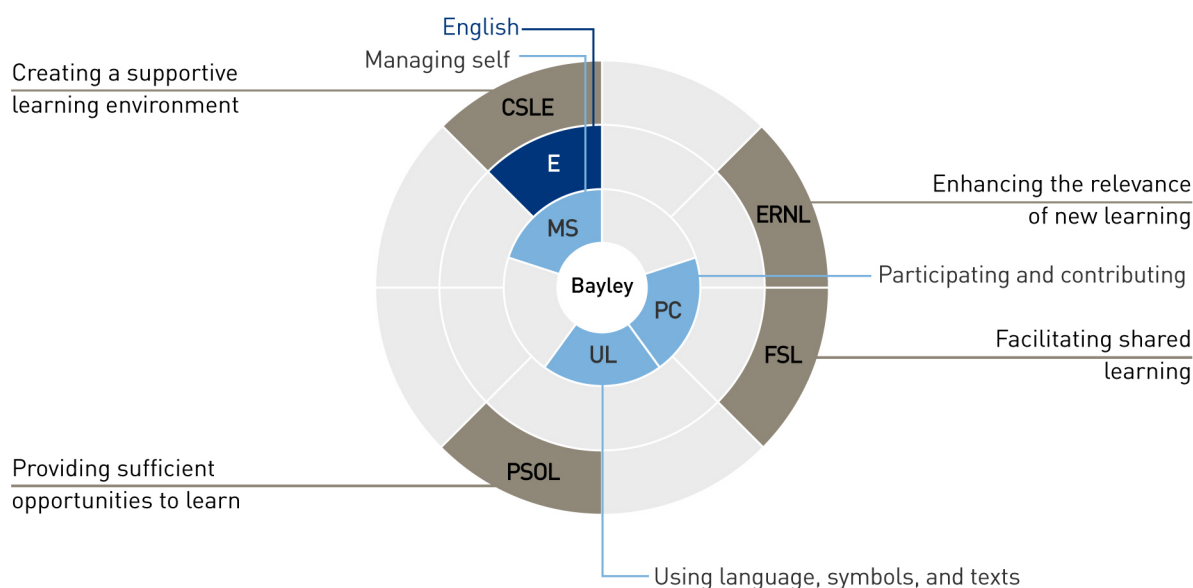
Celebrate and consolidate

We will praise Bayley, Ella and Sophie for the wonderful quality work in relating to others. We will ask Ella and Sophie how they engaged Bayley with the reading activity.

Increase complexity

We will ask for different children to work with Bayley, offering Ella and Sophie as models, so that he can experience different shared reading techniques.

Reflection – what these stories exemplify



Key competencies

Within the classroom Bayley is able to independently choose an activity he enjoys; looking at books in the library corner by himself and with others (managing self, participating and contributing). Over time he shows a growing ability to look at and handle books appropriately (using language, symbols and texts).

How might these stories strengthen Bayley's identity as a learner?

Bayley shows independence and initiative in choosing an appropriate activity (agency). Bayley has the confidence to look at books on his own and to accept an invitation to read with friends (depth). This learning has occurred over a four-month period, in a variety of contexts in the classroom (breadth and continuity).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment: a guide for teachers*.

Learning areas

Level 1 English: Listening, Reading, and Viewing

Bayley is now selecting his own texts and is enjoying browsing through books more often.

Effective pedagogy

What does this tell us about teaching and learning in this setting?

The teacher gives Bayley space, opportunities and encouragement to develop his interest in books; for example, developing classroom routines that include leisure time with books (creating a supportive learning environment and providing sufficient opportunities to learn).

The teacher encourages the children to work co-operatively and to take an interest in others' learning by highlighting the key competencies in the learning programme and having regular partner and group work (facilitating shared learning).

In the classroom setting Bayley is being encouraged to take ownership of his emerging enjoyment of books (enhancing the relevance of new learning).

Reflective questions for the reader

“How do you encourage peers to take an interest and become involved in their classmates’ learning?”

Useful resources

Ministry of Education. (2003). *“Independent reading” Effective literacy practice in Years 1-4*, p. 100. Wellington Learning Media.