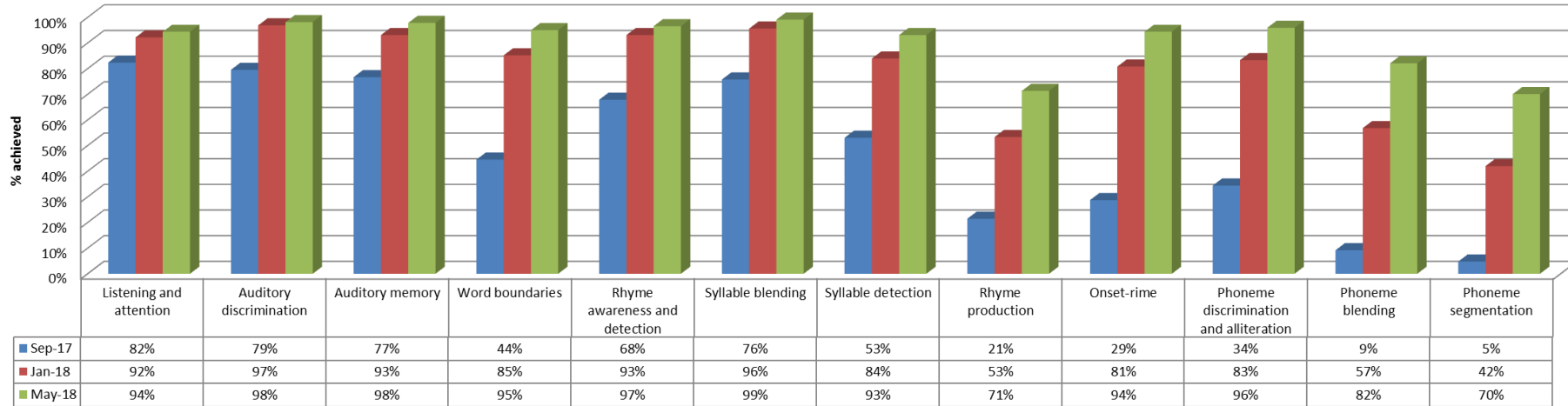


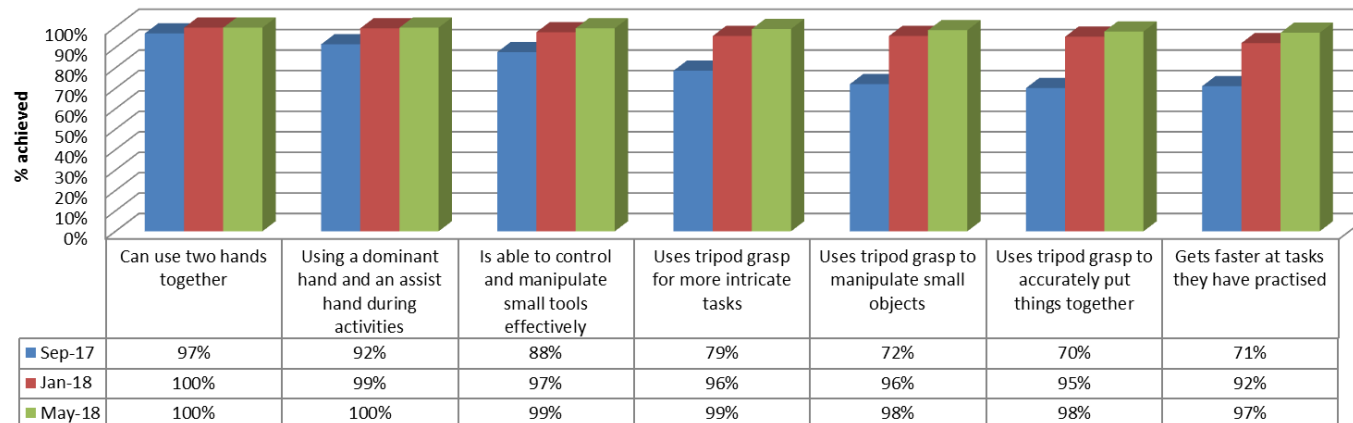
## Phonological Awareness

Moray - Phonological Awareness - Comparison: Sep17/Jan18/May18  
(317 responses)



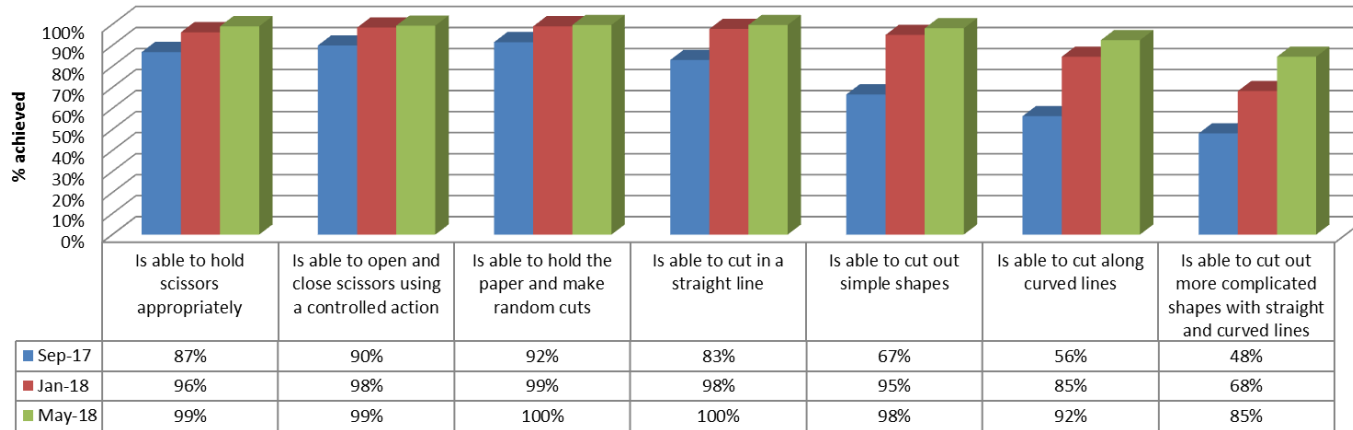
## Fine Motor Skills

Moray - Fine Motor Skills - Comparison: Sep17/Jan18  
(318 responses)



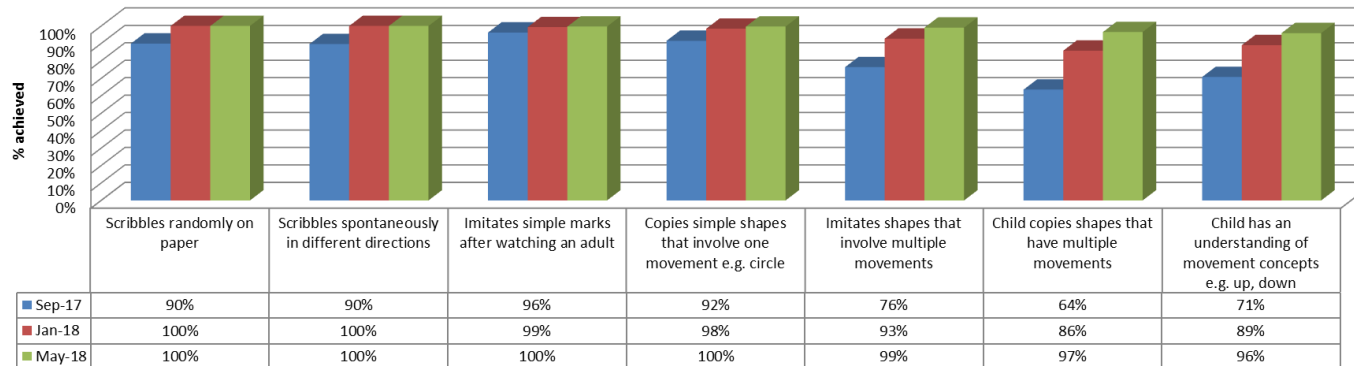
## Scissor Skills

Moray - Scissor Skills - Comparison: Sep17/Jan18/May18  
(318 responses)



## Pre-writing/ Pencil Control Skills

Moray - Pencil Control/ Pre-writing Skills - Comparison: Sep17/Jan18/May18  
(318 responses)



## 2017/2018 Evaluations

Q1) Local Authority	Q2) Role	Q3) What have the benefits been on your professional learning being part of the Emerging Literacy training and networks?	Q4) What evidence do you have to show that taking a developmental approach to Emerging Literacy has had a positive impact on the children in your class/school?	Q5) Which aspects would you like further support with through next year's networks?
Moray	ASN Teacher	Greater understanding of pre-literacy, pre-writing skills. Chance to develop as "trainer" through cascading to support staff.	Improved assessment data. Increased confidence particularly with pupil who started with very low scores.	Anything to ease the process of embedding whole school approach.
Moray	ASN Teacher	Brilliant networking opportunities to share experiences. Refresh professional learning and understanding of newer research. Reflect on own practice.	Progress made by all children and evidenced by daily classroom experiences, impact on child's confidence and ability to 'link' and learn more and concrete scopes from PA assessment.	Linking to pre-school setting to ensure developmental continuums have impact as soon as possible.
Moray	Class Teacher	Reassurance. Opportunities to share practice with other schools.	All children have progressed. Good PIP results. Slicker responses.	Headteachers to be made aware of the extra workload and for this to be written into WTA. Opportunities to meet more often, less formally to share practice with staff.
Moray	Class Teacher	Definite refresh of professional knowledge and skills. Feel much more confident about teaching all aspects of literacy. Seeing the progress the children are making gives a boost to motivation. Keen to do more.	Great improvements in fine motor skills, attitudes to reading and writing. Children much more engaged and happy with the activities planned. Previously doing too much too soon, before core skills were developed.	Spelling/phonic progressions throughout 1st level. (Oral language development) covered in last hour!!
Moray	Class Teacher	As an NQT last year in P6/7 and now P1 teacher I have loved the breakdown of the benchmarks, the guidance and structure towards teaching literacy.	I have no comparison but the children all enjoy school and are relaxed and happy to try everything.	Teaching rhyme production.

Moray	Class Teacher	Learning about engaging ways to develop the emerging literacy skills of the children in our nursery and school.	The children who have been taught this year using the developmental approach are very confident in their learning and I am confident that as they progress to P1/P2 any 'gaps' will continue to be worked on.	It would be useful to see examples of teacher planning and learn more about how others structure their day.
Moray	Class Teacher	A fresh look/chance to focus closely on early level literacy again. Sharing practice and experiences has been really helpful.	Children have made better progress than expected in P1. Gaps identified early and addressed. Confirmed by SNSA assessments.	Family engagement. How to extend this beyond early level.
Moray	Class Teacher	Good ideas to practically reinforce the concepts and to build a solid foundation in literacy.	All children in class have progressed (as seen using the assessments). Children more confident as learners.	Support with rolling the program out to a nursery setting (especially as no teacher in the nursery).
Moray	Class Teacher	Really clear understanding of how to develop literacy skills, sharing ideas, meeting colleagues.	Where the children are - end of early level. Enthusiasm/clear understanding of children and what they are learning. Parental feedback.	Working memory. Sharing with family approaches.
Moray	Class Teacher	Greater understanding of each child's phonological awareness and how to best support each child.	Final screening results. Children's confidence and progression.	Familiarising myself with progression. Working memory overload. Questioning
Moray	Class Teacher	Collaboration with other authorities. Clear tools to use to inform teaching & learning through an excellent assessment & developmental continuation. Access to excellent resources.	Children can develop at their own speed and with the knowledge that if they are not ready to move on to the next stage it's ok. Progress throughout the year when assessed.	Blanks questioning. Working memory.
Moray	Class Teacher	Changed ways to teaching.	Meeting more needs and starting at where child is ready - assessments help to inform this. Children progress at their own places.	Tools for writing - using emerging literacy across school.
Moray	Class Teacher	Changed my teaching practice. Feel more confident at saying a child is not ready.	Children are progressing at their own pace. They are developing the skills at an appropriate time. A better foundation before moving onto reading & writing.	When a child has achieved Early level developing talk for writing.
Moray	Class teacher	Re-energised!	Data, pupils engagement and confidence.	Narrative and sequence concepts.

Moray	Senior Manager	A greater understanding of how very young children learn.	Discussion with C.T around SNSA results.	Family engagement. How to engage staff across the school to take this forward with only early level resources available.
Moray	Senior Manager	Greater understanding of the developmental stages of learning literacy skills. Confidence in leading changes to the classroom environment in nursery and P1 and the P1 curriculum. Greater knowledge of individual children's progress.	Final screening results have been positive. Greater confidence of children of less ability. Children have enjoyed the play based opportunities.	Familiarising myself with progression. Working memory overload. Questioning
Moray	Senior Manager	Seeing clearer defined next steps for pupils.	Pupil & staff engagement	P1 Corbett - talk for writing
Moray	Senior Manager	Moderation and professional dialogue with colleagues. Refreshing early years teaching knowledge.	Tracking and assessment tools have helped to identify areas for development.	Development of talk 4 writing ideas to support non fiction. Looking at how this impacts on first/second level so not lost.
Moray	Senior Manager	Confidence to develop a more individualised literacy programme within our school.	Happy children - confident in their own abilities, next steps required, developmental needs etc. Confident staff empowered with knowledge, theory and expertise.	Whole school approaches Blanks language scheme Working memory