

P.32 To research how Action Words could improve children's learning by using an interactive whiteboard.

Jayne Hagar

Hunwick Primary School

I am a full time Nursery Nurse working as a Classroom Assistant in reception at Hunwick Primary School. The school is situated in the centre of a Wear Valley Village.

In this study I focused on how using an interactive whiteboard could improve children's multi-sensory method of learning, in a Literacy lesson. The interactive whiteboard was used to display scanned words which has corresponding action and picture. The research was carried out in a reception class over a period of months.

Background

In this study, the focus was on Literacy lessons. One of the resources the reception teacher uses to introduce KS1 High Frequency Words is 'Action Words', a published scheme (www.actionwords.co.uk). The teacher at first used the action word method by "LOOK, DO, SAY" by using flash cards, eg show the children a word and picture, perform the action and say the word (visual, auditory, and kinaesthetic). The teacher reviewed the actions learnt in the previous sessions and then introduced the new action.

It was decided by the class teacher to use an interactive whiteboard with a power point of the action words (a resource previously scanned by myself).

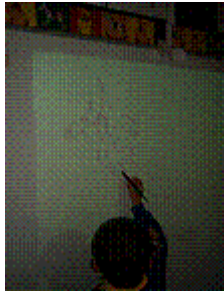
Following discussion and evaluation of the resource with the class teacher it was decided that using 'action words' in this way was a valuable teaching tool, as the children were more focused with the whiteboard. I used the scheme to make further power point resources. The scheme is also used with the year 1 children and special needs children, because of the improvement and success in the children's knowledge understanding and retention of the High Frequency Words in reception. I was able to inform the year 1 teacher, which has led to producing power points using the year 1 scheme, with full support from the reception teacher.

Gathering evidence of change

Photographs were taken by the class teacher whilst I worked with the children and made power points. I also used the digital blue camera to video myself and the children whilst carrying out this activity. Choosing to record this activity while using the interactive whiteboard and action words, the children enjoyed watching themselves on the replay. This has been valuable as it has motivated the children further in reading the High Frequency Words and some children beginning to write independently. In the reception class there is a laminated sheet with all the actions and words on, and the children are able to use this to write their own sentences.

I feel I have been able to adapt this task appropriately for everyone in the year group. In extending the task for higher attaining children as well as simplifying the task for the lower attaining children within the year group, differentiation has provided opportunities for the children of all abilities to show what they know, understand and can do. Action Words has provided an excellent basis for the children to collaborate and learn together. When any of the children did not realise they got the action wrong, for a word the children were very eager to help. I have found out this is a very effective way. Action Words provides the children with a range of opportunities to develop their skills at appropriate levels eg,

pictures change to words



words change to pictures



I was able to look at my own role during this activity. I have become more aware of how, when working with the children I can contribute to the reinforcement and development of the children's learning using I.C.T. This resource has taken a long time to produce but it is simple and inexpensive. With this resource I have been able to share work with the class teacher as if she needed time out to do preparation I am able to take the lead in this activity.

As a Classroom Assistant I can confidently rehearse this exercise with a group of children. This may have implications for workforce reform.

From this research and discussions with the reception teacher a way forward would be to add sound to the power points. I think this would be a great idea especially for the new reception children starting in September.

Conclusion

1. Whole class has shown enthusiasm
2. Resource has been produced for teachers and Classroom Assistants
3. Resource can facilitate differentiation – beginning with either pictures or actions as this allows all the children to be included and to achieve at some level.