Interviewer – Right, so tell me a bit about doing a precision teaching intervention. How did you find it?

Respondent – Erm I thought it was really, really useful. Erm the child was able to use the words that they had learnt or *were* learning erm in their everyday work. In their literacy I was able to put them back to erm ‘do you remember in the probe sheet that we were using, what was those words? Oh, it was erm the word ‘that’. Oh, you are trying to use that in your word now, in your work, so how did we look at that word? It had the s-at, pat’. And then she used it in her literacy work. Erm when I was using the probe sheets and when we, before we used them we erm did some of the activities where we were writing the words in the sand. Erm we were writing it in glitter. Erm we were using stickers to go over the top of the letters and sticking them over to familiarise herself with them. So yeah, I thought it went really well.

Interviewer – So erm the child that you did the intervention with is someone that you also support in whole class literacy?

Respondent – Yes.

Interviewer – Did you think that was helpful?

Respondent – Yeah, definitely. Because then it meant that I understood what it was, the words that we were working on so then it could correspond with the work that we were doing that day erm because they were high frequency words and we use them a lot in our work.

Interviewer – And do you think *she* liked it?

Respondent – Yeah, she liked… it was particularly she liked the timing because erm I let her use, I timed her on my watch and she wanted to wear it so she could decide.

Interviewer – Okay.

Respondent – Like she was like ‘oh, time’s up’. So she *really* enjoyed that part of the thrill of doing like the ‘oh quick, how many more seconds?’ and she could see and she could…

Interviewer – Okay. So having a bit of sort of control over what was going on was helpful for her?

Respondent – Yeah, definitely. Yeah.

Interviewer – Okay. Is there anything else that she particularly liked about it?

Respondent – Erm she definitely liked the glitter a lot. Erm being able to make the letters in the glitter. And the stickers. And she would actually, erm every morning she wanted me to do it with her in the morning as well as the afternoon.

Interviewer – Okay.

Respondent – Which I was really surprised, which meant that showed me, that just reinforced the fact that she definitely liked doing it.

Interviewer – Okay. So she wanted to actually do *more* precision teaching?

Respondent – Yeah.

Interviewer – Oh wow, amazing. Okay. Erm is there anything else that you’d like to say generally about the intervention?

Respondent – Erm I thought it went well in terms of erm the sheets and the way that I photocopied two of her key words, erm sheets, so I gave her four key words to learn. On the probe sheet they were mixed up. Erm the website was fantastic because it meant that we could, I could put them into the erm the boxes and they would erm scatter them round for me and then I just printed them off. Erm I printed one for her and she liked that because it meant that that was hers and she got to have that.

Interviewer – Yeah.

Respondent – And she was like, she would, erm once she understood the way that we were… erm would sit down and the operation of how we were doing it, she would hand me my sheet.

Interviewer – Oh right, so… yeah.

Respondent – So she liked the idea of being like ‘this one’s yours, this one’s mine’ and erm ‘where’s the timer?’ So it was very much she was in control of it all and she liked that.

Interviewer – Yeah. And she, it sounds like she really got on board with the routine and the structure of it.

Respondent – Yeah.

Interviewer – Was that helpful for her.

Respondent – Yeah, very much so. And I think she liked that, being able to erm explain to *me* what we were doing today.

Interviewer – Okay.

Respondent – So she liked that.

Interviewer – Well it sounds really positive. That’s great to hear. Er okay, so tell me about a specific time that you felt it went well?

Respondent – Erm I think towards once erm she got to know the routine and she thought, after erm I think it was about two weeks, that she thought ‘oh, I fully understand what it is that I am doing’. And then she was using erm, once she got to know the words completely, or she felt more *confident* in them, she used it as a race to see how many words she could get correct *before* the minute.

Interviewer – Uh huh.

Respondent – And then each day I would write down how many seconds it would take, erm and then she would try and beat it. And she would say ‘oh, did I beat my score?’ And the one day that she really did and she got them all right and she beat her score, that was like she really, really loved that.

Interviewer – Okay, great job. Erm can you tell me about a time when you felt it *didn’t* go quite so well?

Respondent – Erm I would say when there was a bit of noise around, erm and she was quite distracted. So erm I found a quiet area or what I thought was a quiet area and it didn’t quite work out that way. Erm and we had already started and she was getting very sort of erm distracted by the noise, so she was looking round erm and then when she looked back down she’d lost her place so I was pointing back out, and then she erm… she looked at the watch and she was like ‘it’s over a minute and I haven’t done that much’. And erm it was like ‘Don’t worry, it’s okay. Let’s try again like later when it maybe is a little bit quieter’. Erm ‘or we can go to the library and do it’. Erm and she liked that so although it was, the noise was a problem, I tried to make sure that I said to her that it wasn’t her fault, it’s okay, let’s try another time.

Interviewer – Yes.

Respondent – Erm and we’ll come back to it. So I would say that was the only part that went wrong really.

Interviewer – So erm where was the space that it didn’t work in?

Respondent – Erm it was our quiet area.

Interviewer – Okay.

Respondent – So it’s between two classrooms. Erm and normally the noise volume is fine but that particular day they were cutting out on both sides of the classrooms. So they were very noisy because they were chatting, erm and some of the children sort of were making, the noise level was creeping up and up and up and erm she couldn’t concentrate very well.

Interviewer – Fair enough.

Respondent – Which yeah, of course, yeah.

Interviewer – Erm so is that the space you normally did it in?

Respondent – Erm I… yeah, I would do.

Interviewer – Yeah. And it normally worked there?

Respondent – Yes.

Interviewer – Okay, alright. Erm anything else that you want to say about maybe it not going so well at any point?

Respondent – Erm I think when she was tired, erm that… also the factor of that. And erm she sometimes isn’t here either.

Interviewer – Okay.

Respondent – Her absence isn’t erm that great so that’s why sometimes it worked to do it in the mornings, erm because sometimes maybe… or in the afternoons was mainly the time, sorry, that I did it with her, erm which meant that if she turned up late it meant that it wasn’t always the morning that I would do it so she wouldn’t always miss out on her erm Maths or her Literacy or her…. erm sorry, her Maths erm and Literacy. So sometimes if she was coming in late it wouldn’t have that effect on… or that’s, you know, ‘That’s it then. We’ve done it today’. So I would try and stick to an afternoon. Erm also some of the words that we were looking at, erm sometimes she would find them difficult because she’d have to break them down and she was quite conscious of the time that she had. So she knew by breaking it down, erm she would, it stopped her breaking it down. She would just rather say any word and move on quickly.

Interviewer – Okay. So there was a bit of guessing happening because of the time pressure?

Respondent – Yeah. Yeah, I think she definitely felt a time pressure.

Interviewer – Okay. Erm… so, can you just break down for me, so pick a random day and walk me through what I would see if I was watching you do the intervention.

Respondent – Uh huh. Okay, so erm I’d have the erm a folder, I’d get the sheets out and I’d have a sheet for myself.

Interviewer – A probe sheet?

Respondent – A probe sheet with the erm four key words on there. I stuck to four because I thought that she could manage four.

Interviewer – Uh huh.

Respondent – Erm three was a bit too easy erm and four was definitely enough. Five was too much, erm because I also do an intervention with her with erm the exact same key words, that I tried to do the erm glitter and the sand with erm just to familiarise herself with them as well. Erm and then I would give her the sheet and I would have a sheet. And then I would also have erm the tick sheet next to it so that I could put my finger on the ones that she was reading, and she’d have her own and she’d have her finger on which one she was reading, and I would be ticking them as my finger would go along.

Interviewer – Yes.

Respondent – Erm and then I’d dot the ones that she had erm misread or was guessing on. Erm and at the end she would like to see which ones, how many ticks that she’d got so she’d help me count them up.

Interviewer – Uh huh.

Respondent – Erm and then I’d erm have a chart and then I’d put a cross in the ones that she’d not quite got right and I’d put a dot in the chart for the ones that she *did* get correct.

Interviewer – Okay.

Respondent – And I’d write down the erm time as well on her sheet so she could also see, ‘oh I’ve got to, I want to beat that score. I want to beat that time’.

Interviewer – Yes, okay. So erm in each session did you have a teaching bit in each one, where she did the glitter and the writing? Or was it… was that at a different time?

Respondent – Erm a different time. I would do that in an intervention either before I sat down and did that or afterwards.

Interviewer – Okay. Erm so the… if you were just in class and you’d sort of take her out then you’d sit down and do the probe either after the glitter or before the glitter?

Respondent – Yeah.

Interviewer – Yeah, okay. Sorry, I’m just trying to get it… because I wasn’t sure. Erm okay, and then… so you’d have the list of words erm and you’d go down and mark which ones she’d got right and wrong.

Respondent – Yeah.

Interviewer – Erm and you’d time how long it took to get them all done?

Respondent – Yeah.

Interviewer – Okay.

Respondent – Yeah, so I’d give her a minute erm and then there would be a sheet, an A4 sheet of forty erm of the… four words with erm, and there were forty boxes.

Interviewer – Yeah.

Respondent – Erm and then on the other side there was erm a plain sheet of paper with forty boxes. So I would tick the ones…

Interviewer – Okay.

Respondent – So we could use that same two sheets with the words on, so I wasn’t using sort of the… erm I was using a plain box sheet every time.

Interviewer – Yeah, okay. Erm so she had a minute to read them all?

Respondent – Yeah.

Interviewer – Erm so what, how did you calculate the score?

Respondent – So I’d count up the erm ticks and that was when I’d know how many she’d got correct.

Interviewer – Yeah.

Respondent – And I would count up the dots to know how many she’d…

Interviewer – How many she’d got incorrect, okay. Erm and how did you track those?

Respondent – Using the chart.

Interviewer – Using the chart, okay. Thank you. Erm so… tell me about any adaptions that you had to make to the intervention?

Respondent – Erm I’d say more erm on the words that sometimes she wasn’t sure on, on the ones that she was guessing. So erm in order to find which words best suit her erm I had a high frequency words sheet, erm and I’d done that prior to starting the whole intervention to know which words that she needed. So erm we use them as sunshine words, cloud words… and I think there’s five lots of words in there.

Interviewer – Uh huh.

Respondent – Erm and they are high frequency and they are supposed to know erm the whole sheet by the end of… I believe it’s Year One. Erm so the ones that she wasn’t quite sure on erm I would circle, and those I would place into the probe sheet and then erm the computer would generically put them around and scatter them around. So I would use those words. But sometimes if she wasn’t sure, so if… erm if she couldn’t erm sound out… she can sound out simple CVC words but sometimes when there was a diagraph in there, erm she would struggle a little bit. So she would need a little bit more help and support maybe with the glitter or the sand, so that then I felt like I would take the struggle away from her when she was sitting down so she didn’t feel the pressure of being timed as well as sounding it out. So that was the only part that I would say I needed to erm adapt to helping her erm to…

Interviewer – So during that teaching exercise, giving her a bit more support and taking the time pressure away?

Respondent – Yeah, absolutely. Yeah.

Interviewer – Okay. Erm and in the erm probing or the tracking, did you have to make any changes?

Respondent – No erm because the ones that she got correct I’d write them in and there was a box there specifically. And then for the ones that she got incorrect. But also she liked to see her chart; she’d like to see her progress. Because when you draw, erm after a week, once you erm line them up with your ruler and then draw the line you, she could see and I’d explained to her that when you see this part here going up, that means you are getting better and better. When you’ve reached this line here it means you’re at the top and that’s like, that’s really great. So you can see your progress is going up and up. And she liked to see that.

Interviewer – Okay. Erm how about with the… how often you did it? So erm you mentioned you tried to get it in every day but sometimes attendance got in her way, in the way.

Respondent – Yeah, uh huh.

Interviewer – So did you have to make any adaptions regarding how often you did it?

Respondent – Erm I tried to erm… I could only really sort of do it once a day because erm there were other children that also needed interventions.

Interviewer – Oh yeah, absolutely.

Respondent – Erm so that was the only part that I would say got in the way with erm trying to make it a consistent week. Sometimes if other things got in the way, such as erm the child was needed elsewhere erm and my time is that set time, that would be a problem because erm I wasn’t able to do it during my designated time. Erm so yeah, I don’t… I’d say that was the only thing.

Interviewer – Yeah, so time pressures and your timetable not matching up with hers.

Respondent – Yeah.

Interviewer – Okay. Erm so, we talked – sorry, some of these questions are a bit repetitive but I have to ask them.

Respondent – Uh huh.

Interviewer – So why did you make the changes that you had to make?

Respondent – Erm I believed it was because I, erm having watched the child either struggle or exceed if they were too easy, erm I was trying to make the adaptions so that the child couldn’t or wouldn’t sit and struggle because erm it’s, obviously it’s not the right choice if the words are too tricky. It’s about making sure that it’s, the child is challenged enough but to not set her up for failure. Because if the time pressure was the problem it was how to adapt it erm beforehand or erm making sure that she understood the words correctly, and just taking those pressures off of her in order for her to feel better about erm sitting down and feeling excited about doing it.

Interviewer – Okay. And it sounds like the other sort of thing that got in the way with the sort of clash of timetables.

Respondent – Yeah.

Interviewer – And why did that need to happen? Sorry, I just need to ask the question. We have talked about that bit already but why do… so it didn’t always happen every day because there was a clash of timetables so why… why, erm can you give me some specific examples of why that might not have happened every day? So just on any given day, what would that have been because of?

Respondent – Erm so it may have been because of her attendance. So if she erm wasn’t here that day. It may have been because erm we were, we had sports day. It may have been because she had an appointment to go to. Erm it may have been because erm she just, yeah, wasn’t… wasn’t there.

Interviewer – Yeah, okay.

Respondent – Or erm… or she was needed. A lot of, another erm problem I had was another member of staff took her for an hour erm for another intervention, so I was waiting to be able to fit her in or waiting for her to have her time. So it was trying to make sure that erm I liaised with *that* grownup to say ‘you take her at two’ and if I erm, if I sit down with her intervention and do it before that then I know it will definitely fit in.

Interviewer – Yeah, okay. So that communicating and making sure everyone matches up in their expectations.

Respondent – Yeah.

Interviewer – Okay. So erm what barriers did you find to delivering the interventions? What got in the way most?

Respondent – Erm I would think if you asked the child I think she would probably say erm the time. Because although she liked it, erm some days she loved it and thought it was great and because she was very confident at reading them. And other days she really didn’t like the time problem because it… erm when she was looking at it and she was, could see the time, erm it made her stumble a lot more.

Interviewer – Okay.

Respondent – Erm but sometimes she would be very confident. It just depended on her mood I would say.

Interviewer – Yes, okay.

Respondent – Erm sometimes she would be happy to do it and other times she would be like erm very conscious of the timing of it.

Interviewer – Okay. So child’s confidence really and how she reacted to that time pressure?

Respondent – Yeah.

Interviewer – Okay. If we think about more sort of logistics and, you know, organisational factors, what was the biggest sort of barrier or what got in the way the most?

Respondent – Erm maybe sort of her abilities to break it down as well.

Interviewer – Okay.

Respondent – Maybe also that. Erm and her phonic knowledge. Erm so like maybe she needed a bit more support in that part of it, erm which then the interventions either beforehand or after, which is my interventions given to me by my phase leader. Erm maybe some of those things sort of erm played a part in it as well, erm I think.

Interviewer – Yeah, okay. And if we think of barriers sort of not related to her? So things like timing or scheduling or anything like that.

Respondent – Yeah.

Interviewer – Anything like that that you would say was a real barrier to… to doing the intervention?

Respondent – Only sort of things like erm sports days and erm appointments and things like that would get in the way or stop me. Or even erm behaviour of other children around.

Interviewer – Okay.

Respondent – Erm sometimes if grownups or teachers are erm teaching, and it’s always normally an afternoon that I would always erm deliver my intervention to her, if another adult erm teacher needed me for a behaviour problem, that would also stop it because obviously I needed to be placed into another classroom so my time would be taken away from that.

Interviewer – Yes, okay. So the erm sort of other demands on you.

Respondent – Uh huh.

Interviewer – Okay. Erm so if we think about sort of that original format of the… the teach, the test, the track and review, erm what if anything sort of got in the way of you doing it, sort of in that really regimented way?

Respondent – Erm I think when the child is absent, erm when you just generally… you can’t deliver the intervention that day due to erm maybe staff being off so you have to cover in other classrooms, or you have to cover the class or you have to cover in some kind of way…

Interviewer – Uh huh.

Respondent – And there’s no other adults around who can deliver the same intervention as what you can, erm the inconsistency of it erm I would say would stop that from happening.

Interviewer – Yeah.

Respondent – It needs to be a solid week and it needs to be consistent, but sometimes it is inconsistent and I think due to that, it’s what stops that erm cycle from going really.

Interviewer – Okay. So those sort of outside logistics, organisational factors.

Respondent – Yeah.

Interviewer – Okay. Sorry, any other barriers that you think… want to mention?

Respondent – Erm no, I think I’ve mentioned them all.

Interviewer – That’s fine. You are at liberty to say no but I always want to give people the opportunity just in case something sort of goes ‘Oh, that thing. Yeah, I had forgotten about that’.

Respondent – Uh huh.

Interviewer – Erm so what did *you* do to overcome barriers to delivering the intervention?

Respondent – Erm I tried as best I could to erm… if I knew that I was needed erm in another classroom, if erm if I was asked for behaviour or if I was asked for something else, that I tried to get an adult that could also erm deliver that, erm deliver the intervention. However there are a limited amount of staff in the afternoons that *can* do that.

Interviewer – Uh huh.

Respondent – Erm I know that my class teacher was able to do that at one point for me whilst I was out with a behaviour problem. So I was able to sort it out there. In terms, sometimes it’s completely out of my hands in terms of like appointments, child absences and sports day and sort of erm different things like that. But as best I could, if I could try and prepare myself erm and organise myself where I spent a bit of time erm maybe before lunchtime if I knew I was covering in an afternoon, I could sit down with that child then. Erm so it didn’t matter as such what time of… what time you delivered erm the intervention, as long as you could find the correct time to do it.

Interviewer – Yeah.

Respondent – So I thought that was quite good actually. Erm the only other thing I’ve just remembered that got in the way was maybe the resources.

Interviewer – Uh huh.

Respondent – Because I had erm sand, I had glitter, I had stickers and erm the only other problem was, is erm chalk. I could have used chalk if I had it. Erm there’s many other things I could have used if I had it but erm that would have been another part that got in the way of erm… because after a while sand, glitter, stickers, they got a bit tedious.

Interviewer – Yeah. Yeah, okay.

Respondent – And you could see she was feeling a bit like ‘can we try something else today?’

Interviewer – Oh yeah.

Respondent – Erm so that was the only thing, was resources.

Interviewer – Yeah, okay. So limited resources for you and presumably with everything that’s going on in the school day, just like planning or sorting out anything else.

Respondent – Yeah.

Interviewer – And I think you said that those activities had been chosen by your phase leader?

Respondent – Yeah.

Interviewer – So were you not… you had to stick with those?

Respondent – Yeah.

Interviewer – Yeah, okay. So limited control on your part as well, it sounds like?

Respondent – Yeah, uh huh.

Interviewer – Okay. Erm okay, what would you do differently next time if you had to do the intervention again, or if you *do* do the intervention again?

Respondent – Erm maybe not tell the child about the time.

Interviewer – Okay.

Respondent – I think I would erm, although she loved it and although erm the child felt erm it was more of a game with the timer, sometimes… I would say more than often, it would erm hinder her chances of getting, as I know her full potential and I know what she would be able to do, but I think sometimes she was more focused on looking at that timer or looking, or thinking ‘oh, how many more seconds?’

Interviewer – Yeah.

Respondent – And her looking at that meant she may not have been able to have read that three last words or four last words and her time would have been up. So I think I would have preferred to have erm timed it but timed it privately.

Interviewer – Yeah.

Respondent – Erm so that she didn’t know.

Interviewer – Yeah, so it’s just read as many as you can as fast as you can.

Respondent – Yeah. Yeah.

Interviewer – Yeah, okay.

Respondent – Rather than mentioning any time to her.

Interviewer – Okay. Is there anything, if we think again about those organisational factors or, you know, timings about when in the day it happened or anything like that, anything you would change?

Respondent – Erm I’d try to put it erm to a morning because I think that children have come in from home, from erm their home, have had their breakfast…

Interviewer – Yeah.

Respondent – Or if they haven’t had their breakfast in this case, sometimes this particular child wouldn’t have had breakfast in the morning, that also may have been a factor. So for *her* it would have been checking, erm *if* she had her breakfast in the morning I would say she performs better erm than sometimes after lunch when she’s feeling a bit sleepy or erm feeling a bit… she doesn’t really want to do it today. Erm so I would encourage her by saying ‘well, let’s have a look at the glitter’ or let’s get out something of her interest that would interest her, and *then* I would introduce the probe sheet and then that was when she would be a lot more accepting and willing to sit down.

Interviewer – Okay. So you feel that if it was happening in a morning…

Respondent – It would be a better time.

Interviewer – Yeah, and more set up and like ready for learning.

Respondent – Yeah.

Interviewer – Okay. Anything else that you might want to change if you were doing it again?

Respondent – Erm er the organisation and sometimes even communication with other grownups around. Erm ‘Can you make sure you keep the noise down? We are just doing this activity’.

Interviewer – Yeah.

Respondent – Erm ‘It will literally take me two minutes so I’m just, while I’m here doing this’. Erm maybe also potentially changing the area. Erm so it not always being in that area, but it’s like a library that is always… erm and checking that the library is not being used at that specific time. Erm that would be the only thing that I could think of in that respect.

Interviewer – Yeah, okay. So a more protected space and that sort of really good communication and making sure everyone is on the same page regarding intervention.

Respondent – Yeah.

Interviewer – Okay. Erm is there anything that school could have done to better support you in delivering the intervention?

Respondent – Erm if I’m needed in the afternoon for behaviour or to erm take the class erm unexpectedly or something, maybe erm another adult could erm always be available to be able to pick up on interventions for consistency with that child. So that then erm I would know that in a one week she would definitely be able to reach her potential, and she can move on to maybe learning five words, erm new key words in a week or… or in erm a short space of time.

Interviewer – Okay. Anything else that you feel would have been really helpful support from school?

Respondent – Erm, resources.

Interviewer – Okay, yeah. So a greater variety of activities?

Respondent – Yeah.

Interviewer – Okay, alright. Erm is there anything that *I* could have done as the training deliverer to better support you to deliver the intervention?

Respondent – Erm no, because erm we had the printout from the erm the course that you, when we sat down and you printed off the sheets. Because it was a little bit of when I was delivering it I was thinking ‘oh my goodness, I can’t remember what… what it was that I did on *this* part’. But because we’d been through it and I had the examples in the pack that you gave us, erm I looked back through erm and it was fantastic because it was all there and it was all written down. So I remembered then. Erm I did a mock test through first with erm with a different child to see how it would run and what to do first. Erm and it worked really well because my mistakes I made with that child wouldn’t have then hindered the child who I was working with and it would have meant that erm it just set me up to… so that I understood what it was that I was doing. Erm I thought the online sheets, erm the… I can’t remember what it’s called?

Interviewer – The website. I know what you mean.

Respondent – The website is brilliant because it, then… because at first I was going to write them all out and then I realised I had written a note down saying ‘go to this website, it does it all for you’ and it was like ‘oh my goodness, it’s brilliant’.

Interviewer – Yeah.

Respondent – So it really, really helped because then it just meant you typed the words in, it sets it out for you and you print it off, and it was great.

Interviewer – Yes, okay. That’s good to hear.

Respondent – Yes.

Interviewer – So erm having resources to look back on was really helpful. Having a practice, it sounds like was really helpful.

Respondent – Yeah.

Interviewer – And then having the access to the online resources.

Respondent – Yeah.

Interviewer – Okay. Erm and then finally, last question, what was your favourite part in delivering this intervention?

Respondent – Erm probably seeing the child’s progress. Erm definitely seeing erm the look on her face after me saying ‘oh, we can move on now’. Erm and the child coming up and asking me in the mornings ‘is it time yet?’ or ‘can we do it yet?’ erm which then showed me that whatever it was that I was doing, I was obviously doing it in a fun way for them to want to ask me erm ‘can we, can we do the activity now? Can we do it? Can I hold the timer? Can I…?’ erm so she was taking a real active role in erm sitting down and… and wanting to know. Erm and in wanting to learn. So it’s the attitude that was lovely to see.

Interviewer – Great. That just sounds lovely and really positive.

Respondent – Good.

Interviewer – So before we finish, is there anything else that you would like to add that you feel is really important that I… I *know* about the intervention or how it went?

Respondent – Erm no, because I thought that the ease of it was really good because you can not just do it with key words, I see you can do it with erm numbers and with a range of things. So erm it’s nice to be able to take what I’ve learnt from erm doing this intervention and use it in other areas for other children who also might, erm… like make just even the sheet, of using the idea of erm timing and getting them familiar with erm, say the key words that you need them to learn. It’s just that repetitiveness to it that children, erm certain children erm seem to move on from it, to be able to erm… they pick up on more because it’s… it’s repetitive.

Interviewer – Uh huh.

Respondent – So they seem to make more, I think, erm progress with it being repeated.

Interviewer – Okay.

Respondent – So it’s good.

Interviewer – Alright, thank you. That’s good to hear. Alright, thank you very much.

Respondent – No problem.

Interviewer – I shall turn this off.