

Appendix J ANOVA Statistics

	Group		Statistic	Std. Error		
Comments per minute	Whole class	Mean	.5158	.05801		
		95% Confidence Interval for Mean	Lower Bound Upper Bound	.3991 .6325		
		5% Trimmed Mean		.4878		
		Median		.4650		
		Variance		.162		
		Std. Deviation		.40191		
		Minimum		.00		
		Maximum		1.63		
		Range		1.63		
		Interquartile Range		.55		
		Skewness		.900	.343	
		Kurtosis		.500	.674	
		Small group	Small group	Mean	.4879	.08425
				95% Confidence Interval for Mean	Lower Bound Upper Bound	.3184 .6574
				5% Trimmed Mean		.4306
				Median		.2350
				Variance		.341
Std. Deviation				.58369		
Minimum				.00		
Maximum				2.33		
Range				2.33		
Interquartile Range				.72		
Skewness				1.514	.343	
Kurtosis				1.361	.674	

	Comment type		Statistic	Std. Error			
Comments per minute	Positive academic	Mean	1.1708	.09379			
		95% Confidence Interval for Mean	Lower Bound	.9768			
			Upper Bound	1.3649			
		5% Trimmed Mean		1.1522			
		Median		1.1000			
		Variance		.211			
		Std. Deviation		.45949			
		Minimum		.39			
		Maximum		2.33			
		Range		1.94			
		Interquartile Range		.72			
		Skewness		.592	.472		
		Kurtosis		.129	.918		
		Positive social		Mean	.2138	.04026	
				95% Confidence Interval for Mean	Lower Bound	.1305	
					Upper Bound	.2970	
				5% Trimmed Mean		.1979	
Median				.1700			
Variance				.039			
Std. Deviation				.19722			
Minimum				.00			
Maximum				.72			
Range				.72			
Interquartile Range				.24			
Skewness				1.224	.472		
Kurtosis				1.339	.918		
Redirect academic				Mean	.2021	.02920	
				95% Confidence Interval for Mean	Lower Bound	.1417	
					Upper Bound	.2625	
				5% Trimmed Mean		.1928	
		Median		.2050			
		Variance		.020			
		Std. Deviation		.14307			
		Minimum		.00			

	Maximum		.60	
	Range		.60	
	Interquartile Range		.17	
	Skewness		.853	.472
	Kurtosis		1.268	.918
Redirect	Mean		.4208	.06531
social	95% Confidence	Lower	.2857	
	Interval for Mean	Bound		
		Upper	.5559	
		Bound		
	5% Trimmed Mean		.4053	
	Median		.3550	
	Variance		.102	
	Std. Deviation		.31997	
	Minimum		.00	
	Maximum		1.13	
	Range		1.13	
	Interquartile Range		.52	
	Skewness		.648	.472
	Kurtosis		-.530	.918

		Group and type of comment		Statistic	Std. Error		
Comments per minute	Whole class positive academic	Mean		.9417	.11068		
		95% Confidence	Lower Bound	.6981			
		Interval for Mean	Upper Bound	1.1853			
		5% Trimmed Mean		.9341			
		Median		.8250			
		Variance		.147			
		Std. Deviation		.38340			
		Minimum		.39			
		Maximum		1.63			
		Range		1.24			
		Interquartile Range		.67			
		Skewness		.719	.637		
		Kurtosis		-.528	1.232		
		Whole class positive social	Whole class positive social	Mean		.3267	.06081
				95% Confidence	Lower Bound	.1928	
Interval for Mean	Upper Bound			.4605			
5% Trimmed Mean				.3230			
Median				.2800			
Variance				.044			
Std. Deviation				.21064			
Minimum				.00			
Maximum				.72			
Range				.72			
Interquartile Range				.24			
Skewness				.696	.637		
Kurtosis				.216	1.232		
Whole class redirect academic	Whole class redirect academic			Mean		.1517	.04719
				95% Confidence	Lower Bound	.0478	
		Interval for Mean	Upper Bound	.2555			
		5% Trimmed Mean		.1352			
		Median		.1150			
		Variance		.027			
		Std. Deviation		.16348			
		Minimum		.00			
		Maximum		.60			
		Range		.60			
		Interquartile Range		.19			
		Skewness		2.013	.637		
		Kurtosis		5.260	1.232		
		Mean		.6433	.07790		
				Lower Bound	.4719		

Whole class redirect social	95% Confidence Interval for Mean	Upper Bound	.8148		
	5% Trimmed Mean		.6387		
	Median		.5900		
	Variance		.073		
	Std. Deviation		.26986		
	Minimum		.24		
	Maximum		1.13		
	Range		.89		
	Interquartile Range		.35		
	Skewness		.311	.637	
	Kurtosis		-.450	1.232	
	Small group	Mean		1.4000	.12243
	positive academic	95% Confidence Interval for Mean	Lower Bound	1.1305	
		Upper Bound	1.6695		
5% Trimmed Mean			1.3772		
Median			1.3050		
Variance			.180		
Std. Deviation			.42411		
Minimum			.88		
Maximum			2.33		
Range			1.45		
Interquartile Range			.65		
Skewness			.845	.637	
Kurtosis			.509	1.232	
Small group		Mean		.1008	.02759
positive social	95% Confidence Interval for Mean	Lower Bound	.0401		
		Upper Bound	.1616		
	5% Trimmed Mean		.0959		
	Median		.0800		
	Variance		.009		
	Std. Deviation		.09558		
	Minimum		.00		
	Maximum		.29		
	Range		.29		
	Interquartile Range		.15		
	Skewness		.882	.637	
	Kurtosis		-.019	1.232	
	Small Group	Mean		.2525	.02962
redirect academic	95% Confidence Interval for Mean	Lower Bound	.1873		
		Upper Bound	.3177		
	5% Trimmed Mean		.2528		
	Median		.2500		

	Variance		.011	
	Std. Deviation		.10261	
	Minimum		.07	
	Maximum		.43	
	Range		.36	
	Interquartile Range		.12	
	Skewness		-.100	.637
	Kurtosis		-.010	1.232
Small group	Mean		.1983	.05263
redirect	95% Confidence	Lower Bound	.0825	
academic	Interval for Mean	Upper Bound	.3142	
	5% Trimmed Mean		.1831	
	Median		.1300	
	Variance		.033	
	Std. Deviation		.18230	
	Minimum		.00	
	Maximum		.67	
	Range		.67	
	Interquartile Range		.20	
	Skewness		1.809	.637
	Kurtosis		3.515	1.232

Tests of Normality

	Group and type of comment	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Comments per minute	Whole class positive academic	.251	12	.035	.896	12	.142
	Whole class positive social	.160	12	.200*	.934	12	.421
	Whole class redirect academic	.243	12	.048	.780	12	.006
	Whole class redirect social	.147	12	.200*	.960	12	.788
	Small group positive academic	.173	12	.200*	.935	12	.434
	Small group positive social	.170	12	.200*	.900	12	.157
	Small group redirect academic	.138	12	.200*	.978	12	.974
	Small group redirect social	.313	12	.002	.792	12	.008

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Mauchly's Test of Sphericity^a

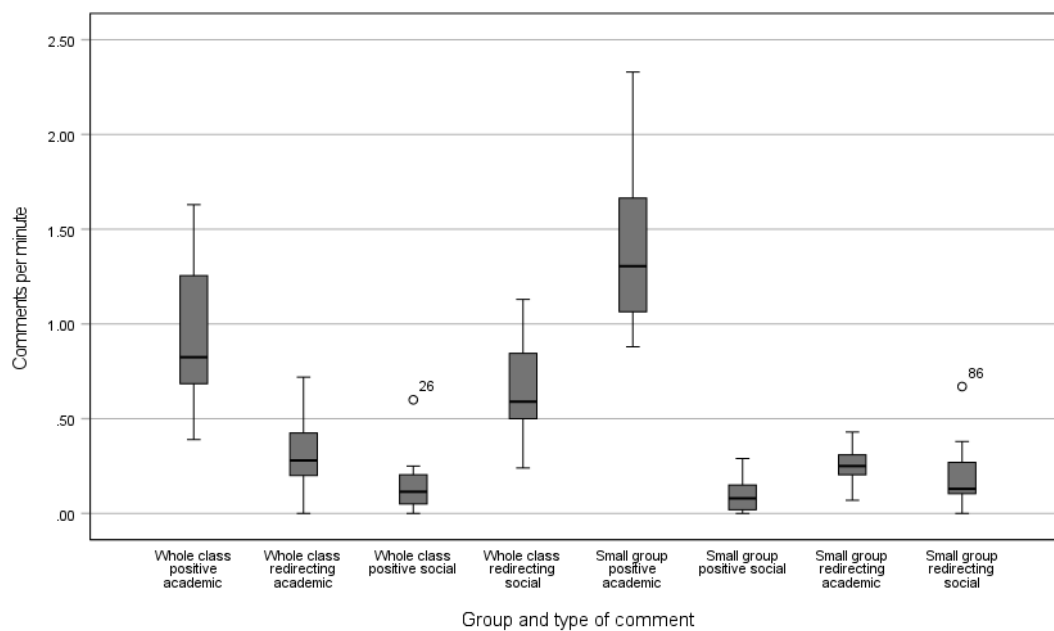
Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
group	1.000	.000	0	.	1.000	1.000	1.000
typeofcomment	.232	14.214	5	.015	.584	.686	.333
group * typeofcomment	.236	14.050	5	.016	.526	.599	.333

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. Design: Intercept

Within Subjects Design: group + typeofcomment + group * typeofcomment

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.



Tests of Within-Subjects Effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
group	Sphericity Assumed	.019	1	.019	1.034	.331	.086
	Greenhouse-Geisser	.019	1.000	.019	1.034	.331	.086
	Huynh-Feldt	.019	1.000	.019	1.034	.331	.086
	Lower-bound	.019	1.000	.019	1.034	.331	.086
Error(group)	Sphericity Assumed	.199	11	.018			
	Greenhouse-Geisser	.199	11.000	.018			
	Huynh-Feldt	.199	11.000	.018			
	Lower-bound	.199	11.000	.018			
typeofcomment	Sphericity Assumed	15.047	3	5.016	62.655	<.001	.851
	Greenhouse-Geisser	15.047	1.752	8.586	62.655	<.001	.851
	Huynh-Feldt	15.047	2.058	7.312	62.655	<.001	.851
	Lower-bound	15.047	1.000	15.047	62.655	<.001	.851
Error(typeofcomment)	Sphericity Assumed	2.642	33	.080			
	Greenhouse-Geisser	2.642	19.277	.137			
	Huynh-Feldt	2.642	22.636	.117			
	Lower-bound	2.642	11.000	.240			
group * typeofcomment	Sphericity Assumed	2.797	3	.932	31.121	<.001	.739
	Greenhouse-Geisser	2.797	1.577	1.774	31.121	<.001	.739
	Huynh-Feldt	2.797	1.796	1.557	31.121	<.001	.739
	Lower-bound	2.797	1.000	2.797	31.121	<.001	.739
Error(group*typeofcomment)	Sphericity Assumed	.989	33	.030			
	Greenhouse-Geisser	.989	17.346	.057			
	Huynh-Feldt	.989	19.755	.050			
	Lower-bound	.989	11.000	.090			

Appendix K Individual T Test Statistics for Whole Class Compared With Small Group For**All Four Types of Language***Descriptives*

		Statistic	Std. Error
COMPUTE difference=WC_pos_ ac - SG_pos_ac	Mean	-.4583	.08373
	95% Confidence Interval for Mean	Lower Bound	-.6426
		Upper Bound	-.2740
	5% Trimmed Mean	-.4537	
	Median	-.4000	
	Variance	.084	
	Std. Deviation	.29004	
	Minimum	-.93	
	Maximum	-.07	
	Range	.86	
	Interquartile Range	.52	
	Skewness	-.482	.637
	Kurtosis	-.963	1.232
	Difference WC pos soc - SG pos soc	Mean	.2267
95% Confidence Interval for Mean		Lower Bound	.1080
		Upper Bound	.3454
5% Trimmed Mean		.2180	
Median		.1400	
Variance		.035	
Std. Deviation		.18681	
Minimum		.00	
Maximum		.61	
Range		.61	
Interquartile Range		.31	
Skewness		.779	.637
Kurtosis		-.332	1.232
difference= WC_neg_ac - SG_neg_ac		Mean	-.1008
	95% Confidence Interval for Mean	Lower Bound	-.1795
		Upper Bound	-.0222
	5% Trimmed Mean	-.1054	

	Median		-.1200
	Variance		.015
	Std. Deviation		.12384
	Minimum		-.29
	Maximum		.17
	Range		.46
	Interquartile Range		.18
	Skewness		.808
			.637
	Kurtosis		.901
			1.232
Difference WCneg soc - SG neg soc	Mean		.4467
	95% Confidence Interval for Mean	Lower Bound	.2645
		Upper Bound	.6288
	5% Trimmed Mean		.4524
	Median		.4350
	Variance		.082
	Std. Deviation		.28668
	Minimum		-.10
	Maximum		.89
	Range		.99
	Interquartile Range		.45
	Skewness		-.153
			.637
	Kurtosis		-.078
			1.232

Paired Samples Effect Sizes

			Standardizer	Point	95% Confidence Interval	
			^a	Estimate	Lower	Upper
Pair 1	Whole class comments positive academic comments per minute -	Cohen's d	.29004	-1.580	-2.428	-.702
	Small group comments positive academic comments per minute	Hedges' correction	.31189	-1.470	-2.258	-.653
Pair 2	Whole class comments positive social comments per minute - Small	Cohen's d	.18598	1.214	.443	1.955
	group comments positive social comments per minute	Hedges' correction	.19999	1.129	.412	1.818
Pair 3	Whole class comments redirecting academic comments per minute -	Cohen's d	.12384	-.814	-1.459	-.143
	Small group comments redirecting academic comments per minute	Hedges' correction	.13316	-.757	-1.357	-.133
Pair 4	Whole class comments redirecting social comments per minute -	Cohen's d	.28615	1.555	.685	2.395
	Small group comments redirecting social comments per minute	Hedges' correction	.30770	1.446	.637	2.228

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
COMPUTE difference=WC_pos_ac - SG_pos_ac	.146	12	.200*	.933	12	.409
Difference WC pos soc - SG pos soc	.251	12	.035	.892	12	.126
difference= WC_neg_ac - SG_neg_ac	.164	12	.200*	.953	12	.686
Difference WCneg soc - SG neg soc	.158	12	.200*	.963	12	.823

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Whole class comments positive academic comments per minute - Small group comments positive academic comments per minute	-.45833	.29004	.08373	-.64262	-.27405	-5.474	11	<.001	<.001
Pair 2	Whole class comments positive social comments per minute - Small group comments positive social comments per minute	.22583	.18598	.05369	.10766	.34400	4.206	11	<.001	.001
Pair 3	Whole class comments redirecting academic comments per minute - Small group comments redirecting academic comments per minute	-.10083	.12384	.03575	-.17952	-.02215	-2.821	11	.008	.017
Pair 4	Whole class comments redirecting social comments per minute - Small group comments redirecting social comments per minute	.44500	.28615	.08260	.26319	.62681	5.387	11	<.001	<.001

Appendix L T Test Statistics: Whole Class Positive Compared With Small Group Positive, Whole Class Redirective Compared With Small Group Redirective

Descriptives

		Statistic	Std. Error	
Difference between positive whole class and positive small group	Mean	-.1163	.08633	
	95% Confidence Interval for Mean	Lower Bound	-.2948	
		Upper Bound	.0623	
	5% Trimmed Mean	-.1100		
	Median	-.0350		
	Variance	.179		
	Std. Deviation	.42295		
	Minimum	-.93		
	Maximum	.61		
	Range	1.54		
	Interquartile Range	.59		
	Skewness	-.389	.472	
	Kurtosis	-.571	.918	

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Difference between positive whole class and positive small group	.137	24	.200*	.964	24	.517

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences						Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Comparison	WCComments - SGComments	-.11625	.42295	.08633	-.29485	.06235	-1.347	23	.096	.191

Descriptives

		Statistic	Std. Error	
Difference between redirect whole class and redirect small group	Mean	.1721	.07194	
	95% Confidence Interval for Mean	Lower Bound	.0233	
		Upper Bound	.3209	
	5% Trimmed Mean	.1577		
	Median	.0950		
	Variance	.124		
	Std. Deviation	.35244		
	Minimum	-.29		
	Maximum	.89		
	Range	1.18		
	Interquartile Range	.57		
	Skewness	.636	.472	
	Kurtosis	-.717	.918	

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Difference between redirect whole class and redirect small group	.171	24	.069	.913	24	.040

a. Lilliefors Significance Correction

Paired Samples Test

		Paired Differences						Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
Comparison	WCComments - SGComments	.17208	.35244	.07194	.02326	.32091	2.392	23	.013	.025

Appendix M Illustrative quotations for subthemes

THEME 1 Beliefs and knowledge of pedagogy	
Linked to theories	<p><i>“That was a really nice moment for me to see because A, it was nice that she volunteered to share that, and also with just a little bit of scaffolding, she made that link to what we’d spoken about at the table before.”</i></p> <p><i>“It’s a bit like when they’re writing, they know how to spell for example, the word ‘once’ when they’re writing a story, coz there’s so many other things to think about, they would write it as ‘WUNS’ because there is too much other things to think about.”</i></p>
Positivity is the ideal	<p><i>“I’d like to see a shift in those [the redirecting comments] just to make them a bit more balanced in the right direction.”</i></p> <p><i>“Everybody goes in with high expectations of what they’re going to achieve in terms of keeping the negative language to a minimum, and the positive language to the maximum.”</i></p>
Quantity of talk is important	<p><i>“Because sometimes it’s, you know, it’s not the right thing to interrupt the flow of teaching just to redirect a particular child’s behaviour. Often, it’s the best choice I think to just do it privately, quickly, you go down and then you come back.”</i></p> <p><i>“But in terms of my development, it’s ways of perhaps those non-verbal cues or ways that I can cut my language down perhaps.”</i></p>
Clarity of expectations is important	<p><i>“I think for me as a teacher sometimes I like to reflect on how much teacher talk I’m using, and how clear my instructions are.”</i></p> <p><i>“So how are they meant to know what I want if when they are doing the right thing, I’m not saying “yeah, that’s the right thing, super!”</i></p> <p><i>“I want the children to know what behaviour I expect.”</i></p>
Nature or structure of the curriculum	<p><i>“But today because it was new language, ... new maths signs to them, um, I think it was at their level enough but me supporting them and just saying ‘have a go, don’t worry, then we’ll talk it through and unpick it.”</i></p> <p><i>“So it’s kind of at the moment the focus is on building those cooperation and independent skills, so I’m trying to do,</i></p>

	<p><i>design tasks at this point in the year that enable that, that then get more challenging as the lesson sort of goes on.”</i></p> <p><i>consolidating learning from Year three, so they had learnt it in year three, and then we were trying to just recap and consolidate I guess yeah.</i></p>
Types of language can be used strategically	<p><i>“So, I’d like to think that um, I was as positive as I could be with them to try and sort of encourage...”</i></p> <p><i>“The person sitting next to you is sitting fantastically.”</i></p> <p><i>“Try not to say oh you got that wrong but rather say ok well, let’s try it this way and see if we match or let’s see if we can get the same answer using a different method.”</i></p> <p><i>“But there’s definitely a place for looking at non-examples, and especially if there’s a common mistake they’re making, or some kind of a common misconception, it’s important to kind of address that and explain why it’s wrong.”</i></p>
Changing practice over time	<p><i>“When I was at school, and this is not what I want children to be like but, when I was at school, I was fearful of teachers.”</i></p> <p><i>“Well, I think it’s interesting just going back to the first one you showed me, which was the one from a long time ago. I do wonder whether you had less need to re-direct socially.”</i></p>
THEME 2 Individual needs of children	
Cognitive needs	<p><i>“There’s a particular child who is quite a bit behind the rest, even within that intervention group.”</i></p> <p><i>“I choose her because she struggles with maths, but actually she was engaged during the input and the starter for five, which actually she finds quite tricky. So, the fact that she was engaged and she was able to do it was nice.”</i></p>
Developmental needs which change over time	<p><i>“I think with the positive comments about social skills and behaviour, I think that is sadly something that doesn’t get... I do do a few like ‘well done, thank you, you can get a tribe point’ and trying to do positive reinforcement, um, but with the year sixes I think that sadly we don’t do enough of that, um, praising those that are doing the right thing, just because it’s seen as like, they’re in year six, you know. I know when I’m down in lower school I do do a bit more of that.”</i></p> <p><i>“Because some of them are just coming out of year R, some of them are still working towards those early learning goals, there’s still a big emphasis on those learning behaviours and their kind of, emotional side of things as well.”</i></p>

Social emotional mental health needs	<p><i>"I just feel like my job for her is just to cotton onto anything that she's done really well, and just fill her up with praise and boost her confidence."</i></p> <p><i>"Because she started off writing something, and then she stopped and got distracted and wanted to talk about [sensitive subject], which I'm not gonna stop her talking about..., but she didn't do what I wanted her to do"</i></p> <p><i>"The child sat to the left of me was sort of, at the beginning of the session was just wanting that security of knowing that we were on the right track."</i></p>
THEME 3 Reflections about the self	
Language makes a positive difference	<p><i>"She also sort of struggles, but she was grasping it, but she also did need a bit of help so, it felt like I was actually helping her and teaching her."</i></p> <p><i>"We built her confidence up a little bit, and she had some praise, she then felt a little bit more enthused to go and give it a go with writing, and you know, she was in my group today, so I obviously was there if she needed the support - but actually, she had some wonderful ideas."</i></p>
Own style and personality is positive	<p><i>"...give a lot of positive praise. That's often just how I am, I like them to feel like they are in a safe space to learn and just enjoy the lesson."</i></p> <p><i>"I would say I'm a positive person. In the classroom I'm looking for children to be doing the right thing as opposed to not doing the right thing, I would hope."</i></p>
Reflecting on language	<p><i>"And I've found it really helpful, ...you don't get that opportunity to have that data presented to you. It's often our own personal judgement as teachers, you know, which can clearly vary quite a lot with the reality, um, and I'd rather know what the actual reality looks like so I can go and take that and reflect on that and decide whether there's any other kind of choices that I need to make next time."</i></p> <p><i>"I could've not been thinking about that and maybe that's something I'm not conscious of that I'm doing as much perhaps."</i></p> <p><i>"I think that definitely made me reflect on my practice to maybe include a bit more positive social and behaviour comments to boost that up - and hopefully less of the redirecting discipline or social behaviour."</i></p> <p><i>"I think that's really important to see how your language is affecting how children are approaching their learning."</i></p>

THEME 4 The environment	
Physical environment	<p><i>"Often what I find, is this; things out of your control that - like a perfect example today I had children outside their classroom doing work and I had adults coming in and out and I often find the/those things out of your control will spiral."</i></p> <p><i>"We do a lot of kind of, partner talk, and there's a lot of like, always opportunity for them to kind of do some independent practice where they will need to work quietly, so that there's a calm and focused environment."</i></p>
Psychosocial environment - Interpersonal factors	<p><i>"If teachers aren't saying to children 'oh well done, great effort, I'm really proud of you, I can see you're trying really hard, I know it's tricky but you know, you're trying your best, thank you,' all of that, it's about relationships, isn't it? Teaching is all about relationships."</i></p> <p><i>"If you don't feel that your teacher values you and is proud of you and thinks you're doing a good job or trying your best, then the mindset is probably 'well why should I?'"</i></p>
Psychosocial environment - Organisational factors	<p><i>"Because it's a smaller group there's... I felt there was hardly any redirection in terms of behaviour."</i></p> <p><i>"I was a bit more direct, because when you're with a small group you don't tend to have the - I don't know, the kind of pace of the small group doesn't always lend itself to doing the silence and sitting and waiting so much."</i></p>
Psychosocial environment - School policy	<p><i>"I do feel that I do do a lot of having to pick people up ... if they're not listening, or ... they're not, you know, behaving in the way that our school expectations expect, and this is very much led by school culture and expectations, um. As well as my own, but I'm very aware of the expectations in school, I guess, and what we what we [sic] want from the children."</i></p> <p><i>"I think that's really important to build that confidence in those children. Um and then just reinforcing the expectations of our behaviour policy."</i></p>
Psychosocial environment - Variation across time	<p><i>"I am aware having taught through both periods [referring to the statistics from previous research in 2000 and 2019] that in 2000 I would've said I would've been doing less um looking at the behaviour and more being able to, uh, look at the academic side than I do now. So, there are behavioural changes."</i></p> <p><i>"I've found that it is that first half of the term, where obviously the learning and the task is really important, but</i></p>

	<p><i>actually a lot of my input is about building in those routines and those behaviours which then will then pay off throughout the year."</i></p>
<p>THEME 5 Having clear boundaries and expectations</p>	
<p>Knowing what are helpful and what are unhelpful academic and learning behaviours</p>	<p><i>"One of the children, um, made really good links back to something we taught previously."</i></p> <p><i>"That was really lovely stuff when she was able to recall that previous information really well which obviously sometimes isn't that easy for all children even when it's just been done sort of 5/10 minutes ago."</i></p> <p><i>"I think that was the exact outcome which I wanted, was to pick up the stanza and pick it up and collect that information independently, because it's a really important skill that they need for their whole class reading."</i></p> <p><i>"They weren't meeting my expectation through talking and not interacting with me in the lesson."</i></p>
<p>Knowing what are helpful and what are unhelpful social behaviours</p>	<p><i>"I know I made positive comment to X about giving over the pencil with the pencil grip on it for X to use."</i></p> <p><i>"I just moved him so we switch, switched places basically, so I turn my body so I can see the class better, and then he had his back to the rest of the class so he couldn't be distracted. So, I just moved him because he wasn't quite focused."</i></p> <p><i>"I would like them to be more aware of other people. So, for example when somebody's talking their sentence out loud, they should be turning round and listening to them, not having a conversation with their friend."</i></p> <p><i>"I'm trying to make them aware that if they shout out, they're not giving each other a time to think."</i></p>

