



Appendix

A1. Consent form



Child of the new Century

**Child of the New Century
Age 5 Survey
Consent form
COHORT CHILD
TEACHER SURVEY**



NatCen
National Centre for Social Research

We have asked about your child's experiences at school. To make this information complete we would like to find out more about your child's development at school from their teacher

We would like to ask your child's teacher to complete a questionnaire on your child's social and personal, communication, language, literacy and mathematical development. This information will be very helpful as it will provide a full picture of your child's development. We will **not** have access to any other information.

We need your written permission to approach your child's teacher. You do not have to give your consent for us to do this and it will, of course, be up to your child's teacher to decide whether or not to complete the questionnaire. Please ask the interviewer about anything that concerns you or you can call the research team at the Centre for Longitudinal Studies on FREEPHONE 0800 092 1250 or write to Child of the New Century, Institute of Education, University of London, FREEPOST LON20095, London WC1H 0BR.

Permission to approach my child's school teacher

I have read or heard this information and have had the opportunity to ask questions. I understand that the information collected from my child's school teacher will be coded and used anonymously for research purposes only, and will not include my child's name or address or my name or address.

I give my consent for my child's teacher to be asked to complete a questionnaire about my child's social and personal, communication, language, literacy and mathematical development. I understand that the information will be obtained directly from the teacher and that they are under no obligation to complete the questionnaire.

Yes No

☐ ☐

Please place a tick in one of the boxes to indicate whether or not you give consent.

Name of child (print)

Name of teacher (print)

Name of school (print)

Name (print)

Signed **Date**

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named above and left a copy of this consent form with them for future reference.

Name (print)

Signed **Date**

RETURN WHITE & PINK COPIES TO OFFICE, BOTTOM COPY FOR PARTICIPANT

Interviewer use only:

Consent 4 (NSW)

Serial no:

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CHK:

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Person no:

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Interviewer number:

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**Child of the New Century
Age 5 Survey
Consent form
COHORT CHILD
TEACHER SURVEY CONT...**



We have asked about your child's experiences at school. To make this information complete we would like to find out more about your child's development at school from their teacher

We would like to ask your child's teacher to complete a questionnaire on your child's social and personal, communication, language, literacy and mathematical development. This information will be very helpful as it will provide a full picture of your child's development. We will **not** have access to any other information.

We need your written permission to approach your child's teacher. You do not have to give your consent for us to do this and it will, of course, be up to your child's teacher to decide whether or not to complete the questionnaire. Please ask the interviewer about anything that concerns you or you can call the research team at the Centre for Longitudinal Studies on FREEPHONE 0800 092 1250 or write to Child of the New Century, Institute of Education, University of London, FREEPOST LON20095, London WC1H 0BR.

Permission to approach my child's school teacher

I have read or heard this information and have had the opportunity to ask questions. I understand that the information collected from my child's school teacher will be coded and used anonymously for research purposes only, and will not include my child's name or address or my name or address.

I give my consent for my child's teacher to be asked to complete a questionnaire about my child's social and personal, communication, language, literacy and mathematical development. I understand that the information will be obtained directly from the teacher and that they are under no obligation to complete the questionnaire.

Child 2 Please place a tick in one of the boxes to indicate whether or not you give consent. ☐ Yes ☐ No

Name of child (print)

Name of teacher (print)

Name of school (print)

Name (print)

Signed Date

Child 3 Please place a tick in one of the boxes to indicate whether or not you give consent. ☐ Yes ☐ No

Name of child (print)

Name of teacher (print)

Name of school (print)

Name (print)

Signed Date

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named above and left a copy of this consent form with them for future reference.

Name (print)

Signed Date

RETURN WHITE & PINK COPIES TO OFFICE, BOTTOM COPY FOR PARTICIPANT

Interviewer use only:	Serial no:	CHK:	Person no:	Interviewer number:
Consent 4m (NSW)	<div style="display: flex; justify-content: space-between;"> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 40px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> <div style="width: 40px; height: 20px;"></div> </div>

A2. Letter sent by CLS to the Directors of Education in Scotland



Centre for Longitudinal Studies
Bedford Group for Lifecourse and Statistical Studies

Director Professor Heather Joshi OBE, FBA
Telephone +44 (0)20 7612 6875
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**INSTITUTE OF
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UNIVERSITY OF LONDON

20 Bedford Way
London WC1H 0AL
Telephone +44 (0)20 7612 6000
Website www.ioe.ac.uk
Director Professor Geoff Whitty

Ref: <ref>

Dear <name>

Child of the New Century Age 5 Survey 2006

I am writing to request your help in seeking information from teachers for the latest follow-up of the Child of the New Century Survey (also known as the Millennium Cohort Study) a national longitudinal study which is following the lives of nearly 19,000 children born in selected areas of the UK over 12 months in 2000-2001. The information gathered by the study on education, health, family, employment and so on is used by scientists and policy makers to understand and improve life in the UK. It is funded by the Economic and Social Research Council and a consortium of governments departments including the Scottish Executive.

The first two sweeps of the Child of the New Century Survey were completed during 2001-2002 and 2003-2004 when the children were aged approximately 9 months and 3 years. The third sweep, which will be starting early next year will gather information when these same children are aged 5. Information will be gathered from parents and from the children themselves.

With the consent of parents, we will also be gathering information on the child at school. For England these data will be taken from the central records held by the Department of Education and Skills. In Scotland, it will be necessary to approach teachers individually, and we have been advised by the Scottish Executive Education Department that it is necessary for us to inform the Directors of Education in each Local Education Authority.

We would like to find out more about the child at school from their teacher- their social and personal, communication, language, literacy and mathematical development- similar to the record of the Foundation Stage Profile in England. We will be only contacting teachers if they have a study child in their class and will have obtained the teacher's name and school address from the child's parent/guardian. Parents will also have given us their written permission to ask the teacher to complete the questionnaire. We will not ask for access to any other information.

If the teacher agrees, the questionnaire will take 10-20 minutes to complete for each child and will be returned by post.

You have my assurance that the answers will be treated in strict confidence in accordance with the Data Protection Act. The information the teacher provides will be used solely to build up a picture of life in the UK today, and will not be released in any way that enables any child to be identified.

We are asking for the teacher's time in a good cause. It's only by getting this kind of information – now, and by following the children as they grow into adulthood that we can construct a data base on the long-term development of this generation of children in the context of their diverse family backgrounds and varying experiences of education. The birth cohort studies that preceded the Child of the New Century- people born in 1946, 1958 and 1970- have yielded a wealth of information relevant to educational and social policy, such as estimates of the returns to education and the impact of selective schooling on social mobility. This latest cohort study is

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intended to update and extend such research, and will soon, for example be able to explore early years experience and progress at school, making comparisons between children of different family backgrounds and indeed in different countries of the UK.

The Centre for Longitudinal Studies is a research centre in the Institute of Education at the University of London. We have carried out other, similar national birth cohort surveys. Data gathering for the third sweep of Child of the New Century, including the survey of teachers is being carried out on our behalf by the National Centre for Social Research (NatCen), an independent research organisation which is an expert in this field. You can find out more about the Centre and the study by visiting our website: www.cls.ioe.ac.uk.

If you have any questions, or you would prefer us not to contact teachers in your area, please call Kirstine Hansen on 0207 612 6997 or Lisa Calderwood on 020 7947 9510.

Yours sincerely,



Professor Heather Joshi, OBE
Director, Millennium Cohort Study

A3. Head teacher letter: Northern Ireland



Centre for Longitudinal Studies
Bedford Group for Lifecourse and Statistical Studies

Director Professor Heather Joshi OBE, FBA

Telephone +44 (0)20 7612 6875
Fax +44 (0)20 7612 6880
Email cls@cls.ioe.ac.uk
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**INSTITUTE OF
EDUCATION**
UNIVERSITY OF LONDON

20 Bedford Way
London WC1H 0AL
Telephone +44 (0)20 7612 6000
Website www.ioe.ac.uk

Director Professor Geoff Whitty

The Head Teacher
<name of school>
<school address>
<school address>
<school address>
<school postcode>

Ref: <serial number>

Date: <Month, year>

Dear Head Teacher

Child of the New Century Age 5 Survey

I am writing to inform you that we are inviting one or more of your teachers to take part in the 'Child of the New Century' study. This is an important national survey that is exploring what it is like to grow up in the UK in the 21st century by following around 19,000 children, born in 2000 - 2001, throughout their lives. At least one child in your school is part of this study. The Education Department of the Northern Ireland Executive has given their approval for us to approach teachers identified during fieldwork, and has asked us to make you aware of it, too.

The latest stage of the survey is taking place when the Children of the New Century are aged 5 or 6 and have started school. The family of one (or more) of your pupils has taken part in the Age 5 survey, and kindly gave us their written permission to invite the child's class teacher to take part in the study, and told us the name and the address of the school.

We are asking the class teachers to complete a short questionnaire about each survey child's progress during their first year of primary schooling, which will take about 20 minutes. As far as we are concerned it is completely up to them whether or not to fill in the questionnaire: there is no obligation to do so. Their answers will be treated in strict confidence in accordance with the Data Protection Act. The information they provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables them to be identified. If you have any questions or you would like further information please call us on **Freephone 0800 783 5890**.

'Child of the New Century' is being carried out by the National Centre for Social Research (NatCen), an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

We would like to thank your school for contributing to a major educational data resource.



With kind regards,

Professor Heather Joshi, OBE
Study Director

HT-NI

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A4. Head teacher letter: Wales

 <p>Centre for Longitudinal Studies Bedford Group for Lifecourse and Statistical Studies</p> <p>Director Professor Heather Joshi OBE, FBA</p> <p>Telephone +44 (0)20 7612 6875 Fax +44 (0)20 7612 6880 Email cls@cls.ioe.ac.uk Website www.cls.ioe.ac.uk</p>	 <p>INSTITUTE OF EDUCATION UNIVERSITY OF LONDON</p> <p>20 Bedford Way London WC1H 0AL Telephone +44 (0)20 7612 6000 Website www.ioe.ac.uk Director Professor Geoff Whitty</p>
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<p>The Head Teacher</p> <p><name of school> <school address> <school address> <school address> <school postcode></p>	<p>Ref: <serial number></p> <p>Date: <Month, year></p>
--	---

Dear Head Teacher

**Child of the New Century
Age 5 Survey**

I am writing to inform you that we are inviting one or more of your teachers to take part in the 'Child of the New Century' study. This is an important national survey that is exploring what it is like to grow up in the UK in the 21st century by following around 19,000 children, born in 2000 - 2001, throughout their lives. At least one child in your school is part of this study. The Education Department of the Welsh Assembly Government has given their approval for us to approach teachers identified during fieldwork, and has asked us to make you aware of it, too.


The latest stage of the survey is taking place when the Children of the New Century are aged 5 or 6 and have started school. The family of one (or more) of your pupils has taken part in the Age 5 survey, and kindly gave us their written permission to invite the child's class teacher to take part in the study, and told us the name and the address of the school.

We are asking the class teachers to complete a short questionnaire, in English or Welsh, about each survey child's progress during their first year of primary schooling, which will take about 20 minutes. As far as we are concerned it is completely up to them whether or not to fill in the questionnaire: there is no obligation to do so. Their answers will be treated in strict confidence in accordance with the Data Protection Act. The information they provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables them to be identified. If you have any questions or you would like further information please call us on **Freephone 0800 783 5890**.

'Child of the New Century' is being carried out by the National Centre for Social Research (NatCen), an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

We would like to thank your school for contributing to a major educational data resource.

With kind regards,



Professor Heather Joshi, OBE
Study Director

HT-W

Over 100 years of excellence in education

Note: this was a two-sided letter with English on one side and Welsh on the other.

Annwyl Bennaeth

**Plentyn y Ganrif Newydd
Arolwg 5 Oed**

Ysgrifennaf atoch i roi gwybod ein bod yn gwahodd un neu fwy o'ch athrawon i gymryd rhan yn astudiaeth 'Plentyn y Ganrif Newydd'. Arolwg cenedlaethol pwysig yw hwn sy'n archwilio sut beth yw tyfu i fyny yn y DU yn yr 21^{ain} ganrif drwy ddilyn 19,000 o blant, a anwyd yn 2000 - 2001, drwy gydol eu bywydau. Mae o leiaf un plentyn yn eich ysgol yn rhan o'r astudiaeth hon. Mae Adran Addysg Llywodraeth Cynulliad Cymru wedi rhoi ei chymeradwyaeth i ni fynd at athrawon a nodwyd yn ystod gwaith maes, ac wedi gofyn i ni roi gwybod i chi am hyn hefyd.

Mae cyfnod diweddaraf yr arolwg yn digwydd pan fo Plant y Ganrif Newydd yn 5 neu'n 6 oed ac wedi dechrau'r ysgol. Mae teulu un (neu fwy) o'ch disgyblion wedi cymryd rhan yn yr arolwg 5 Oed, a buont yn ddigon caredig i roi eu caniatâd ysgrifenedig i ni wahodd athro dosbarth y plentyn i gymryd rhan yn yr astudiaeth, a dweud enw a chyfeiriad yr ysgol wrthym.

Rydym yn gofyn i'r athrawon dosbarth lenwi holiadur byr, yn Gymraeg neu'n Saesneg, am gynnydd yr holl blant yn yr arolwg yn ystod eu blwyddyn gyntaf yn yr ysgol gynradd, a fydd yn cymryd rhyw 20 munud. O'n rhan ni, penderfyniad yr athrawon yn gyfan gwbl yw llenwi'r holiadur neu beidio: nid oes rhaid iddynt wneud hyn. Caiff eu hatebion eu trin yn hollol gyfrinachol yn unol â'r Ddeddf Gwarchod Data. Caiff y wybodaeth a ddarparant ei defnyddio dim ond at ddiben llunio proffil o fywyd yn y DU heddiw, ac ni chaiff ei rhyddhau mewn unrhyw ffordd sy'n galluogi eu henwi. Os oes gennych unrhyw gwestiynau neu os hoffech wybodaeth bellach gallwch ein ffoniwch ar **Rhadffôn 0800 783 5890**.

Cynhelir astudiaeth 'Plentyn y Ganrif Newydd' gan y Ganolfan Genedlaethol Ymchwil Cymdeithasol (NatCen), sef sefydliad ymchwil annibynnol, ar ran y Ganolfan Astudiaethau Hydredol yn yr Athrofa Addysg.

Hoffem ddiolch i'ch ysgol am gyfrannu at adnodd data addysgol pwysig.

Gyda chofion cynnes,



Yr Athro Heather Joshi, OBE
Cyfarwyddwr yr Astudiaeth

A5. Covering letter: Scotland and Northern Ireland



<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

Child of the New Century Age 5 Survey

Name of child: <Child's first name> <Child's surname>

I am writing to invite you to take part in the 'Child of the New Century' - an important national survey which is exploring what it is like to grow up in the 21st century by following around 19,000 children born in the UK in 2000/2001. A child that you have taught is part of this study.

The latest stage of the survey is taking place when the Children of the New Century are aged 5 and have started school. The family of the pupil named above has taken part in the Age 5 Survey. They kindly gave us their written permission to invite you to take part in the study as you were the child's teacher in their first year of compulsory schooling. The family told us your name and the address of the school. We very much hope that you will agree to help us too so we can have a more complete picture of your pupil's life.

We would like to ask you to fill in the questionnaire that is enclosed with this letter and return it to us in the Freepost envelope provided. It is completely up to you whether or not to complete the questionnaire; there is no obligation to do so. The enclosed leaflet tells you more about what is involved. If you have any questions or you would like further information please call **Freephone 0800 783 5890**.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you to be identified.


'Child of the New Century' is being carried out by the National Centre for Social Research (NatCen), an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

With kind regards,


Professor Heather Joshi, OBE
Study Director

TL-SNI

A6. Covering letter: Wales



Child of the new Century



NatCen
National Centre for Social Research

<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

**Child of the New Century
Age 5 Survey**

Name of child: <Child's first name> <Child's surname>

I am writing to invite you to take part in the 'Child of the New Century' - an important national survey which is exploring what it is like to grow up in the 21st century by following around 19,000 children born in the UK in 2000/2001. A child that you have taught is part of this study.


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We would like to ask you to fill in the questionnaire that is enclosed with this letter and return it to us in the Freepost envelope provided. We have provided the questionnaire in both Welsh and English; please use whichever version you prefer, and dispose of the other one. It is completely up to you whether or not to complete the questionnaire; there is no obligation to do so. The enclosed leaflet tells you more about what is involved. If you have any questions or you would like further information please call **Freephone 0800 783 5890**.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you to be identified.

'Child of the New Century' is being carried out by the National Centre for Social Research (NatCen), an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

With kind regards,



Professor Heather Joshi, OBE
Study Director

TL-W

Note: this was a two-sided letter with English on one side and Welsh on the other.



<Teitl> <Enw cyntaf> <Cyfenw>
 <Enw'r ysgol>
 <Cyfeiriad1>
 <Cyfeiriad2>
 <Cyfeiriad3>
 <Cod post>

<Dyddiad>

Ein cyf: <Rhif Cyfresol>

Annwyl <Teitl> <Cyfenw>

Plentyn y Ganrif Newydd Arolwg 5 Oed

Enw'r plentyn: <Enw cyntaf y plentyn> <Cyfenw'r plentyn>

Ysgrifennaf i estyn gwahoddiad i chi gymryd rhan yn 'Plentyn y Ganrif Newydd' – sef arolwg cenedlaethol pwysig sy'n archwilio sut beth yw tyfu i fyny yn yr 21^{ain} ganrif drwy ddilyn bywydau rhyw 19,000 o blant a anwyd yn y DU yn 2000/2001. Mae plentyn rydych chi wedi'i addysgu yn rhan o'r astudiaeth hon.

Mae cyfnod diweddaraf yr arolwg yn cymryd rhan pan fo Plant y Ganrif newydd yn 5 oed ac wedi dechrau'r ysgol. Mae teulu'r disgybl a enwir uchod wedi cymryd rhan yn yr Arolwg 5 Oed. Buont yn ddigon caredig i roi eu caniatâd ysgrifenedig i'ch gwahodd chi i gymryd rhan yr astudiaeth gan mai chi oedd athro'r plentyn yn ei flwyddyn gyntaf o addysg orfodol. Dywedodd y teulu eich enw a chyfeiriad yr ysgol wrthym. Gobeithiwn yn fawr y byddwch yn cytuno i'n helpu hefyd fel y gallwn gael darlun mwy cyflawn o fywyd eich disgybl.

Hoffem ofyn i chi lenwi'r holiadur a amgaeir gyda'r llythyr hwn a'i ddychwelyd i ni yn yr amlen Rhadbost a ddarparir. Rydym wedi darparu'r holiadur yn Gymraeg ac yn Saesneg; defnyddiwch pa bynnag fersiwn sy'n well gennych, a thaflwch y llall. Eich penderfyniad chi yn gyfan gwbl yw llenwi'r holiadur neu beidio; nid oes rhaid i chi wneud hynny. Mae'r daflen a amgaeir yn dweud mwy wrthyf am yr hyn sydd ynghlwm. Os oes gennych unrhyw gwestiynau neu os hoffech wybodaeth bellach ffoniwch Rhadffôn 0800 783 5890.

Caiff eich atebion eu trin yn hollol gyfrinachol yn unol â'r Ddeddf Gwarchod Data. Caiff y wybodaeth a rowch ei defnyddio dim ond i lunio proffil o fywyd yn y DU heddiw, ac ni chaiff ei rhyddhau mewn unrhyw ffordd sy'n galluogi eich enwi.

Cynhelir astudiaeth 'Plentyn y Ganrif Newydd' gan y Ganolfan Genedlaethol Ymchwil Cymdeithasol (NatCen), sef sefydliad ymchwil annibynnol, ar ran y Ganolfan Astudiaethau Hydredol yn yr Athrofa Addysg.

Gyda chofion cynnes,

Heather Joshi

Yr Athro Heather Joshi, OBE
 Cyfarwyddwr yr Astudiaeth

A7. Information leaflet: English



Child of the New Century Age 5 Survey



Child of the new Century

Why is Child of the New Century so important?

We are asking for your time in a good cause. It's only by getting this kind of information – now, and by following the children as they grow into adulthood – that we can construct a data base on the long-term development of this generation of children in the context of their diverse family backgrounds and varying experiences of education. The birth cohort studies that preceded the Child of the New Century – people born in 1946, 1958 and 1970 – have yielded a wealth of information relevant to educational and social policy, such as the impact of selective schooling on social mobility. The Child of the New Century is intended to update and extend such research, and will soon, for example be able to explore early years experience and progress at school, making comparisons between children of different family backgrounds and indeed in different countries of the UK.

Who is carrying out the study?

The study is run by the Centre for Longitudinal Studies, which is a research centre in the Institute of Education at the University of London. We have been chosen to run this study because we have carried out other, similar surveys and can be trusted to do a professional job. The interviews for the Age 5 Survey are being carried out by the National Centre for Social Research (NatCen), an independent research organisation that is an expert in this field. Child of the New Century is paid for by ESRC (the government's Economic and Social Research Council) and other government departments from all the countries of the UK.

How can I find out more about the study?

If you would like more information about the Age 5 Survey, please contact the study team at NatCen on **0800 783 5890**, or write to Child of the New Century, National Centre for Social Research, FREEPOST, CL499 CM14 4ZP. You can also email us at childhc@natcen.ac.uk

Thank you again for your help

T.O.L

	<div data-bbox="523 1476 553 1906"> <p>What is the Child of the New Century?</p> </div> <div data-bbox="574 1476 834 1906"> <p>The Child of the New Century is the fourth of Britain's national longitudinal birth cohort studies. Each study follows a large number of individuals born at a particular time through the course of their lives, charting the effects of events and circumstances in early life on outcomes and achievements later on. The information gathered on health, education, family, employment and so on are put together by scientists and policy makers to understand and improve life in the UK today and in the future.</p> </div> <div data-bbox="855 1476 975 1906"> <p>The Child of the New Century is exploring what it is like to grow up in the 21st century by following around 19,000 children born in the UK in 2000/2001. A child that you teach is part of this study</p> </div> <div data-bbox="995 1476 1139 1906"> <p>Your pupil's family may have helped us when your pupil was 9 months old and again when he or she was 3. The findings from the study are helping to plan health-care, education and child care services to bring real benefits to children and their parents.</p> </div> <div data-bbox="523 976 576 1355"> <p>Would you like to help us with the study?</p> </div> <div data-bbox="596 925 694 1355"> <p>Now that the Children of the New Century have started school, we want to ask teachers for their views on their progress in their first year of compulsory schooling.</p> </div> <div data-bbox="715 925 855 1355"> <p>Your pupil's family have already taken part in the Age 5 Survey. Your pupil's parents may have completed an interview. Your pupil's progress may have been measured using a set of cognitive assessments and your pupil's height, weight and waist circumference taken.</p> </div> <div data-bbox="876 925 997 1355"> <p>We very much hope that you will agree to help us too so we can have a more complete picture of your pupil's life. Your pupil's parent kindly gave us your name and school address and their written permission to invite you to take part.</p> </div> <div data-bbox="523 501 553 815"> <p>What will the study involve?</p> </div> <div data-bbox="574 380 762 815"> <p>We would like to ask you to fill in the questionnaire that was sent with this leaflet and return it to us in the Freepost envelope provided. It is completely up to you whether or not to complete the questionnaire: there is no obligation to do so. If you do decide to fill it in, it should take about 20 minutes and there are instructions at the front of the questionnaire about how to do this.</p> </div> <div data-bbox="783 380 833 815"> <p>The questions ask about the child's ability in six different areas:</p> </div> <div data-bbox="855 409 997 815"> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication, language and literacy • Mathematical development • Knowledge and understanding of the world • Physical development • Creative development </div> <div data-bbox="1035 412 1093 815"> <p>What will happen to the information collected in the survey?</p> </div> <div data-bbox="1114 380 1278 815"> <p>Your answers will be treated in strict confidence in accordance with the Data Protection Act and will not be passed on to the child or their parents. The information you provide will be used solely to build up a picture of life in the UK today, and will not be released in any way that enables you to be identified.</p> </div>
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A8. Information leaflet: Welsh



Plentyn y Ganrif Newydd

Arolwg 5 Oed



Child of the new Century

Pwy sy'n cynnal yr astudiaeth?

Cynhelir yr astudiaeth gan y Ganolfaen Astudiaethau Hydredol, sef canolfan ymchwil yn yr Athrofa Addysg ym Mhrifysgol Llundain. Cawsom ein dewis i gynnal yr astudiaeth hon gan i ni gynnal arolygon tebyg eraill a gellir rhoi ffydd ynom i wneud gwaith profesiynol. Cynhelir y cyfweiliadau ar gyfer yr Arolwg 5 Oed gan y Ganolfaen Genedlaethol Ymchwil Cymdeithasol (NatCen), sef sefydliad ymchwil annibynnol sy'n arbenigo yn y maes hwn. ESRC (Cyngor Ymchwil Economaidd a Chymdeithasol y Llywodraeth) ac adrannau llywodraeth eraill o bob gwlad yn y DU sy'n talu am astudiaeth Plentyn y Ganrif Newydd.

Sut y caf wybod mwy am yr astudiaeth?

Os hoffech mwy o wybodaeth am yr Arolwg 5 Oed, cysylltwch â thîm yr astudiaeth yn NatCen ar **0800 783 5890**, neu ysgrifennwch at Child of the New Century, National Centre for Social Research, FREEPOST, CL499 CM14 4ZP. Gallwch antfon e-bost atom at childnc@natcen.ac.uk

Diolch eto am eich cymorth

TQ-WL

Pam y mae Plentyn y Ganrif Newydd mor bwysig?


Rydym yn gofyn am eich amser ar gyfer achos da. Dim ond trwy gael y math hwn o wybodaeth – yn awr, a thrwy ddilyn y plant wrth iddynt dyfu'n oedolion – y gallwn greu cronfa ddata am ddatblygiad tymor hir y genedlaeth hon o blant yng nghyd-destun eu cefndiroedd teulu amrywiol a'u profiadau amrywiol o addysg. Mae'r astudiaethau carfan genedigolaeth a ddaeth cyn Plentyn y Ganrif Newydd – sef pobl a anwyd ym 1946, 1958 a 1970 – wedi cynhyrchu cyfoeth o wybodaeth sy'n berthnasol i bolisi addysgol a chymdeithasol, fel effaith addysg ddethol ar symudedd cymdeithasol. Bwriad Plentyn y Ganrif Newydd yw diweddarw ac ymestyn ymchwil felly a chyn hir, er enghraifft, gall archwilio profiad y blynyddoedd cynnar a chymryd yn yr ysgol, gan gymharu plant o wahanol gefndiroedd teulu ac yn wir o wahanol wledydd y DU.

<p>Beth yw Plentyn y Ganrif Newydd?</p> <p>Plentyn y Ganrif Newydd yw'r bedwaredd o astudiaethau carfan genedigaeth hydredol cenedlaethol Prydain. Mae pob astudiaeth yn dilyn bywydau nifer fawr o unigolion a anwyd ar adeg benodol, gan siartio effeithiau digwyddiadau ac amgylchiadau bore oes ar ganlyniadau a chyflawniadau diweddarach. Caiff y wybodaeth a gesglir am iechyd, addysg, teulu, cyflogaeth ac ati ei threfnu gan wyddonwyr a llunwyr polisi er mwyn deall a gwella bywyd yn y DU heddiw ac yn y dyfodol.</p> <p>Mae Plentyn y Ganrif Newydd yn archwilio sut beth yw tyfu i fyny yn yr 21st ganrif drwy ddilyn bywydau rhyw 19,000 o blant a anwyd yn y DU yn 2000/2001. Mae plentyn rydych chi'n ei addysgu yn rhan o'r astudiaeth hon.</p> <p>Mae'n bosibl bod teulu eich disgybl wedi'n helpu pan fo'ch disgybl yn 9 mis oed ac eto pan oedd ef neu hi'n 3 oed. Mae canfyddiadau'r astudiaeth yn helpu i gynllunio gofal iechyd, addysg a gwasanaethau gofal plant i roi buddiannau go iawn i blant a'u rhieni.</p>	<p>A hoffech ein helpu gyda'r astudiaeth?</p> <p>Gan fod Plant y Ganrif Newydd wedi dechrau'r ysgol bellach, hoffem ofyn i athrawon am eu barnau am gynnydd y plant yn eu blwyddyn gyntaf o addysg orfodol.</p> <p>Mae teulu eich disgybl eisoes wedi cymryd rhan yn yr Arolwg 5 Oed. Mae'n bosibl y cafodd rhieni eich disgybl gyfwellad. Efallai y cafodd cynnydd eich disgybl ei fesur gan ddefnyddio set o asesniadau gwybyddol ac y mesurwyd taldra, pwysau a chanol eich disgybl.</p> <p>Gobeithwn yn fawr y byddwch yn cytuno i'n helpu hefyd er mwyn i ni gael darlun mwy cyflawn o fywyd eich disgybl. Bu rhieni eich disgybl yn ddigon caredig i roi eich enw a chyfeiriad yr ysgol i ni a'u caniatâd ysgrifenedig i'ch gwahodd i gymryd rhan.</p>	<p>Beth fydd yr astudiaeth yn ei chynnwys?</p> <p>Hoffem ofyn i chi lenwi'r holiadur a anfonwyd i chi gyda'r daflen hon a'i ddychwelyd i ni yn yr amlen Rhadbot a ddarparir. Eich penderfyniad chi yn gyfan gwbl yw llenwi'r holiadur neu beidio: nid oes rhaid i chi wneud hyn. Os byddwch chi'n penderfynu ei lenwi, dylai gymryd rhyw 20 munud ac mae cyflwynyddiau ar y blaen am sut i wneud hyn.</p> <p>Mae'r cwestiynau'n gofyn am allu'r plentyn mewn chwe gwahanol faes:</p> <ul style="list-style-type: none">• Datblygiad personol, cymdeithasol ac emosïynol• Cyfathrebu, iaith a llythrennedd• Datblygiad mathemategol• Gwybodaeth a dealltwriaeth o'r byd• Datblygiad corfforol• Datblygiad creadigol <p>Beth fydd yn digwydd i'r wybodaeth a gasglir yn yr arolwg?</p> <p>Caiff eich atebion eu trin yn hollol gyfrinachol yn unol â'r Ddeddf Gwarchod Data ac ni chânt eu trosglwyddo i'r plentyn na'i rhieni. Caiff y wybodaeth a rowch ei defnyddio dim ond i greu darlun o fywyd yn y DU heddiw, ac ni chailf ei rhyddhau mewn unrhyw ffordd sy'n galluogi eich enwi.</p>
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A9. Questionnaire: Northern Ireland



Child of the new Century



NatCen
National Centre for Social Research

Child of the New Century

Age 5 Survey

The Institute of Education has commissioned the National Centre for Social Research to conduct a survey about children's lives in the 21st Century called *Child of the New Century*.

The child named below is part of this study. This child's parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on **0800 783 5890**.

SN 001-009 CN=2

CHK 010 MN

SP 011 V=3

PT 012-015 DOB

016 SEX 028

017-018 MN 029-033

019 SP 034-050

020-027

About the Questionnaire

The questionnaire asks about the child's ability in six different areas of learning. They are asked in order to gain a snapshot of a child's progress in this area of learning. Three of the areas are further broken down into subgroups and have a separate assessment scales for each.

- **Personal, social and emotional development** (Disposition and attitudes; Social development; Emotional development).
- **Communication, language and literacy** (Communication, language and literacy; linking sounds and letters; reading and writing).
- **Mathematical development** (Numbers as labels and for counting; Calculating; Shape, space and measures).
- **Knowledge and understanding of the world.**
- **Physical development.**
- **Creative development.**

Each of the 13 assessment scales has nine questions. Each question describes a competency. You are asked to say whether or not the child has achieved this competency.

The first three questions describe a child who is at an early stage in their learning in this area. Most children will have achieved all of these three competencies, but there may be some exceptions to this pattern.

The next five questions are presented in approximate order of difficulty. However, the competencies are not necessarily hierarchical and a child may achieve a later competency without having achieved some or all of the earlier ones.

The final question in each scale describes a child who has achieved all the competencies from 1–8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the previous competencies.

For a small number of children with special educational needs, it may not be possible to make an assessment.

How to answer the questions

To complete the questionnaire each question should be considered separately. For each question, judgement should be made which represents your assessment of the child's typical attainment, in the sense that while a child's behaviour may vary somewhat from day to day and from context to context, the assessment made is the best description of the child's achievement.

Please read each question carefully. Please tick yes or no if the child has achieved the competency. All of the questions can be answered by ticking the box next to the answer that applies to the child.

	Yes	No
1. Shows an interest in classroom activities through observations or participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you make a mistake, put a line through the wrong answer, and place a tick in the box next to the answer, like this:

	Yes	No
1. Shows an interest in classroom activities through observations or participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

You can miss out any question if you don't want to answer, just leave the box blank.

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself.

a. Disposition and attitudes

		Yes 1	No 2	
1	Shows an interest in classroom activities through observations or participation	<input type="checkbox"/>	<input type="checkbox"/>	051
2	Dresses, undresses, and manages own personal hygiene with adult support	<input type="checkbox"/>	<input type="checkbox"/>	052
3	Displays high levels of involvement in self-chosen activities	<input type="checkbox"/>	<input type="checkbox"/>	053
4	Dresses and undresses independently and manages own personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	054
5	Selects and uses activities and resources independently	<input type="checkbox"/>	<input type="checkbox"/>	055
6	Continues to be interested, motivated, and excited to learn	<input type="checkbox"/>	<input type="checkbox"/>	056
7	Is confident to try new activities, initiate ideas, and to speak in a familiar group	<input type="checkbox"/>	<input type="checkbox"/>	057
8	Maintains attention and concentrates	<input type="checkbox"/>	<input type="checkbox"/>	058
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion	<input type="checkbox"/>	<input type="checkbox"/>	059

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

b. Social development

		Yes 1	No 2	
1	Plays alongside others	<input type="checkbox"/>	<input type="checkbox"/>	060
2	Builds relationships through gesture and talk	<input type="checkbox"/>	<input type="checkbox"/>	061
3	Takes turns and shares with adult support	<input type="checkbox"/>	<input type="checkbox"/>	062
4	Works as part of a group or class, taking turns and sharing fairly	<input type="checkbox"/>	<input type="checkbox"/>	063
5	Forms good relationships with adults and with peers	<input type="checkbox"/>	<input type="checkbox"/>	064
6	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	<input type="checkbox"/>	<input type="checkbox"/>	065
7	Understands that people have different needs, views, cultures, and beliefs that need to be treated with respect	<input type="checkbox"/>	<input type="checkbox"/>	066
8	Understands that s/he can expect others to treat her or his needs, views, cultures, and beliefs with respect	<input type="checkbox"/>	<input type="checkbox"/>	067
9	Takes into account the ideas of others	<input type="checkbox"/>	<input type="checkbox"/>	068

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

c. Emotional development

	Yes 1	No 2	
1 Separates from main carer with support	<input type="checkbox"/>	<input type="checkbox"/>	069
2 Communicates freely about home and community	<input type="checkbox"/>	<input type="checkbox"/>	070
3 Expresses needs and feelings in appropriate ways	<input type="checkbox"/>	<input type="checkbox"/>	071
4 Responds to significant experiences, showing a range of feelings when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	072
5 Has a developing awareness of own needs, views, and feelings and is sensitive to the needs, views, and feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	073
6 Has a developing respect for own culture and beliefs and those of other people	<input type="checkbox"/>	<input type="checkbox"/>	074
7 Considers the consequences of words and actions for self and others	<input type="checkbox"/>	<input type="checkbox"/>	075
8 Understands what is right and what is wrong, and why	<input type="checkbox"/>	<input type="checkbox"/>	076
9 Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	077

2. COMMUNICATION, LANGUAGE AND LITERACY

This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts, and writing for a variety of purposes.

a. Language for communication and thinking

	Yes 1	No 2	
1 Listens and responds	<input type="checkbox"/>	<input type="checkbox"/>	078
2 Initiates communication with others, displaying greater confidence in more informal contexts	<input type="checkbox"/>	<input type="checkbox"/>	079
3 Talks activities through, reflecting on and modifying actions	<input type="checkbox"/>	<input type="checkbox"/>	080
4 Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions, or actions	<input type="checkbox"/>	<input type="checkbox"/>	081
5 Uses language to imagine and to recreate roles and experiences	<input type="checkbox"/>	<input type="checkbox"/>	082
6 Interacts with others in a variety of contexts; negotiates plans and activities; takes turns in conversation	<input type="checkbox"/>	<input type="checkbox"/>	083
7 Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events; explores the meanings and sounds of new words	<input type="checkbox"/>	<input type="checkbox"/>	084
8 Speaks clearly with confidence and control; shows awareness of the listener	<input type="checkbox"/>	<input type="checkbox"/>	085
9 Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range appropriate vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	086

2. COMMUNICATION, LANGUAGE AND LITERACY

b. Linking sounds and letters

	Yes 1	No 2	
1 Joins in rhyming and rhythmic activities	<input type="checkbox"/>	<input type="checkbox"/>	087
2 Shows an awareness of rhyme and alliteration	<input type="checkbox"/>	<input type="checkbox"/>	088
3 Links some sounds to letters	<input type="checkbox"/>	<input type="checkbox"/>	089
4 Links sounds to letters, naming and sounding letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	090
5 Hears and says initial and final sounds in words	<input type="checkbox"/>	<input type="checkbox"/>	091
6 Hears and says vowel sounds within words	<input type="checkbox"/>	<input type="checkbox"/>	092
7 Uses phonic knowledge to read simple and regular words	<input type="checkbox"/>	<input type="checkbox"/>	093
8 Attempts to read more complex words, using phonic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	094
9 Uses knowledge of letters, sounds, and words when reading and writing independently	<input type="checkbox"/>	<input type="checkbox"/>	095

2. COMMUNICATION, LANGUAGE AND LITERACY

c. Reading

		Yes 1	No 2	
1	Is developing an interest in books	<input type="checkbox"/>	<input type="checkbox"/>	096
2	Knows that print conveys meaning	<input type="checkbox"/>	<input type="checkbox"/>	097
3	Recognises a few familiar words	<input type="checkbox"/>	<input type="checkbox"/>	098
4	Knows that in English, Irish or Welsh, print is read from left to right and top to bottom	<input type="checkbox"/>	<input type="checkbox"/>	099
5	Shows an understanding of the elements of stories, such as main character, sequence of events, and openings	<input type="checkbox"/>	<input type="checkbox"/>	100
6	Reads a range of familiar and common words and simple sentences independently	<input type="checkbox"/>	<input type="checkbox"/>	101
7	Retells narratives in the correct sequence, drawing on language patterns of stories	<input type="checkbox"/>	<input type="checkbox"/>	102
8	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why, and how	<input type="checkbox"/>	<input type="checkbox"/>	103
9	Reads books of own choice with some fluency and accuracy	<input type="checkbox"/>	<input type="checkbox"/>	104

2. COMMUNICATION, LANGUAGE AND LITERACY

d. Writing

		Yes 1	No 2	
1	Experiments with mark-mixing, sometimes ascribing meaning to the marks	<input type="checkbox"/>	<input type="checkbox"/>	105
2	Uses some clearly identifiable letters to communicate meaning	<input type="checkbox"/>	<input type="checkbox"/>	106
3	Represents some sounds correctly in writing	<input type="checkbox"/>	<input type="checkbox"/>	107
4	Writes own name and other words from memory	<input type="checkbox"/>	<input type="checkbox"/>	108
5	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed	<input type="checkbox"/>	<input type="checkbox"/>	109
6	Attempts writing for a variety of purposes, using features of different forms	<input type="checkbox"/>	<input type="checkbox"/>	110
7	Uses phonic knowledge to write simple words and make phonetically plausible attempts at more complex words	<input type="checkbox"/>	<input type="checkbox"/>	111
8	Begins to form captions and simple sentences, sometimes by using punctuation	<input type="checkbox"/>	<input type="checkbox"/>	112
9	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences	<input type="checkbox"/>	<input type="checkbox"/>	113

3. MATHEMATICAL DEVELOPMENT

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

a. Numbers as labels and for counting

	Yes 1	No 2	
1 Says some number names in familiar contexts, such as in nursery rhymes	<input type="checkbox"/>	<input type="checkbox"/>	114
2 Counts reliably up to three everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	115
3 Counts reliably up to six everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	116
4 Says number names in order	<input type="checkbox"/>	<input type="checkbox"/>	117
5 Recognises numerals 1 to 9	<input type="checkbox"/>	<input type="checkbox"/>	118
6 Counts reliably up to 10 everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	119
7 Orders numbers up to 10	<input type="checkbox"/>	<input type="checkbox"/>	120
8 Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	121
9 Recognises, counts, orders, writes, and uses numbers up to 20	<input type="checkbox"/>	<input type="checkbox"/>	122

3. MATHEMATICAL DEVELOPMENT

b. Calculating

		Yes 1	No 2	
1	Responds to the vocabulary involved in addition and subtraction in rhymes and games	<input type="checkbox"/>	<input type="checkbox"/>	123
2	Recognises differences in quantity when comparing sets of objects	<input type="checkbox"/>	<input type="checkbox"/>	124
3	Finds one more or one less from a group of up to five objects	<input type="checkbox"/>	<input type="checkbox"/>	125
4	Relates addition to combining two groups	<input type="checkbox"/>	<input type="checkbox"/>	126
5	Relates subtraction to taking away	<input type="checkbox"/>	<input type="checkbox"/>	127
6	In practical activities and discussion, begins to use vocabulary involved in adding and subtracting	<input type="checkbox"/>	<input type="checkbox"/>	128
7	Finds one more or less than a number from 1 to 10	<input type="checkbox"/>	<input type="checkbox"/>	129
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	130
9	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds	<input type="checkbox"/>	<input type="checkbox"/>	131

3. MATHEMATICAL DEVELOPMENT

c. Shape, space and measures

		Yes 1	No 2	
1	Experiments with a range of objects and materials showing some mathematical awareness	<input type="checkbox"/>	<input type="checkbox"/>	132
2	Sorts or matches objects and talks about sorting	<input type="checkbox"/>	<input type="checkbox"/>	133
3	Describes shapes in simple models, pictures, and patterns	<input type="checkbox"/>	<input type="checkbox"/>	134
4	Talks about, recognises, and recreates simple patterns	<input type="checkbox"/>	<input type="checkbox"/>	135
5	Uses everyday words to describe position	<input type="checkbox"/>	<input type="checkbox"/>	136
6	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes	<input type="checkbox"/>	<input type="checkbox"/>	137
7	Uses language such as 'greater', 'smaller', 'heavier', or 'lighter' to compare quantities	<input type="checkbox"/>	<input type="checkbox"/>	138
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	139
9	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes	<input type="checkbox"/>	<input type="checkbox"/>	140

4. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

In this area of learning children are developing the crucial knowledge, skills, and understanding that help them to make sense of the world.

	Yes 1	No 2	
1 Shows curiosity and interest by exploring surroundings	<input type="checkbox"/>	<input type="checkbox"/>	141
2 Observes, selects, and manipulates objects and materials. Identifies simple features and significant personal events	<input type="checkbox"/>	<input type="checkbox"/>	142
3 Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques	<input type="checkbox"/>	<input type="checkbox"/>	143
4 Investigates places, objects, materials and living things by using all the scenes as appropriate. Identifies some features and talks about features s/he likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	144
5 Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns, and changes	<input type="checkbox"/>	<input type="checkbox"/>	145
6 Finds out past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people	<input type="checkbox"/>	<input type="checkbox"/>	146
7 Finds out about the uses of everyday techniques and uses information and communication technology and programmable toys to support her/his learning	<input type="checkbox"/>	<input type="checkbox"/>	147
8 Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, and adapting her/his work where necessary	<input type="checkbox"/>	<input type="checkbox"/>	148
9 Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities	<input type="checkbox"/>	<input type="checkbox"/>	149

5. PHYSICAL DEVELOPMENT

This area of learning is about improving skills of co-ordination, control, manipulation, and movement. It also helps children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

		Yes 1	No 2	
1	Moves spontaneously, showing some control and co-ordination	<input type="checkbox"/>	<input type="checkbox"/>	150
2	Moves with confidence in a variety of ways, showing some awareness of space	<input type="checkbox"/>	<input type="checkbox"/>	151
3	Usually shows appropriate control in large- and small-scale movements	<input type="checkbox"/>	<input type="checkbox"/>	152
4	Moves with confidence, imagination, and in safety. Travels around, under, over, and through balancing and climbing equipment. Shows awareness of space of self and others	<input type="checkbox"/>	<input type="checkbox"/>	153
5	Demonstrates fine motor control and co-ordination	<input type="checkbox"/>	<input type="checkbox"/>	154
6	Uses small and large equipment, showing a range of basic skills	<input type="checkbox"/>	<input type="checkbox"/>	155
7	Handles tools, objects, construction and malleable materials safely and with basic control	<input type="checkbox"/>	<input type="checkbox"/>	156
8	Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active	<input type="checkbox"/>	<input type="checkbox"/>	157
9	Repeats, links, and adapts simple movements, sometimes commenting on her/his work. Demonstrates co-ordination and control in large and small movements, and in using a range of tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>	158

6. CREATIVE DEVELOPMENT

This area of learning includes art, music, dance, role-play and imaginative play.

		Yes 1	No 2	
1	Explores different media and responds to a variety of sensory experiences. Engages in representational play	<input type="checkbox"/>	<input type="checkbox"/>	159
2	Creates simple representation of events, people, and objects and engages in music making	<input type="checkbox"/>	<input type="checkbox"/>	160
3	Tries to capture experiences by using a variety of different media	<input type="checkbox"/>	<input type="checkbox"/>	161
4	Sings simple songs from memory	<input type="checkbox"/>	<input type="checkbox"/>	162
5	Explores colour, texture, shape, form, and space in two or three dimensions	<input type="checkbox"/>	<input type="checkbox"/>	163
6	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music	<input type="checkbox"/>	<input type="checkbox"/>	164
7	Uses imagination in art and design, music, dance, imaginative and role-play, and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches, and feels	<input type="checkbox"/>	<input type="checkbox"/>	165
8	Expresses and communicates ideas, thoughts, and feelings by using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments	<input type="checkbox"/>	<input type="checkbox"/>	166
9	Expresses feelings and preferences in response to artwork, drama, and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play, and imaginative play	<input type="checkbox"/>	<input type="checkbox"/>	167

Thank you very much for taking the time to answer our questions. Please complete the details below and return your questionnaire in the pre-paid envelope provided.

- SP 168
- | | Yes
1 | No
2 | |
|---|--------------------------|---|---------|
| 1 Is this an Irish-medium school? | <input type="checkbox"/> | <input type="checkbox"/> | 169 |
| 2 Please state in which language the child is educated. | | | |
| | | | 170-171 |
| | | Irish only <input type="checkbox"/> | 01 |
| | | Mainly Irish <input type="checkbox"/> | 02 |
| | | Irish and English in roughly equal proportions <input type="checkbox"/> | 03 |
| | | Mainly English <input type="checkbox"/> | 04 |
| | | English only <input type="checkbox"/> | 05 |
| | | Other (please write in) <input type="checkbox"/> | 06 |
-

Your Name	Date of Completion
	<div style="display: flex; justify-content: space-around;"> 1234567890 </div>

172-231

232-239

Name of School

240-399


All your answers will remain confidential.

Please call **Freephone 0800 783 5890** if you have any queries.

A10. Questionnaire: Scotland



Child of the new Century



NatCen
National Centre for Social Research

Child of the New Century

Age 5 Survey

The Institute of Education has commissioned the National Centre for Social Research to conduct a survey about children's lives in the 21st Century called *Child of the New Century*.

The child named below is part of this study. This child's parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on **0800 783 5890**.

SN	001-009	CN=2	016	SEX	028
CHK	010	MN	017-018	BATCH	029-033
SP	011	V=1	019	SP	034-050
PT	012-015	DOB	020-027		

About the Questionnaire

The questionnaire asks about the child's ability in six different areas of learning. They are asked in order to gain a snapshot of a child's progress in this area of learning. Three of the areas are further broken down into subgroups and have a separate assessment scales for each.

- **Personal, social and emotional development** (Disposition and attitudes; Social development; Emotional development).
- **Communication, language and literacy** (Communication, language and literacy; linking sounds and letters; reading and writing).
- **Mathematical development** (Numbers as labels and for counting; Calculating; Shape, space and measures).
- **Knowledge and understanding of the world.**
- **Physical development.**
- **Creative development.**

Each of the 13 assessment scales has nine questions. Each question describes a competency. You are asked to say whether or not the child has achieved this competency.

The first three questions describe a child who is at an early stage in their learning in this area. Most children will have achieved all of these three competencies, but there may be some exceptions to this pattern.

The next five questions are presented in approximate order of difficulty. However, the competencies are not necessarily hierarchical and a child may achieve a later competency without having achieved some or all of the earlier ones.

The final question in each scale describes a child who has achieved all the competencies from 1–8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the previous competencies.

For a small number of children with special educational needs, it may not be possible to make an assessment.

How to answer the questions

To complete the questionnaire each question should be considered separately. For each question, judgement should be made which represents your assessment of the child's typical attainment, in the sense that while a child's behaviour may vary somewhat from day to day and from context to context, the assessment made is the best description of the child's achievement.

Please read each question carefully. Please tick yes or no if the child has achieved the competency. All of the questions can be answered by ticking the box next to the answer that applies to the child.

	Yes	No
1. Shows an interest in classroom activities through observations or participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you make a mistake, put a line through the wrong answer, and place a tick in the box next to the answer, like this:

	Yes	No
1. Shows an interest in classroom activities through observations or participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

You can miss out any question if you don't want to answer, just leave the box blank.

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself.

a. Disposition and attitudes

		Yes 1	No 2	
1	Shows an interest in classroom activities through observations or participation	<input type="checkbox"/>	<input type="checkbox"/>	051
2	Dresses, undresses, and manages own personal hygiene with adult support	<input type="checkbox"/>	<input type="checkbox"/>	052
3	Displays high levels of involvement in self-chosen activities	<input type="checkbox"/>	<input type="checkbox"/>	053
4	Dresses and undresses independently and manages own personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	054
5	Selects and uses activities and resources independently	<input type="checkbox"/>	<input type="checkbox"/>	055
6	Continues to be interested, motivated, and excited to learn	<input type="checkbox"/>	<input type="checkbox"/>	056
7	Is confident to try new activities, initiate ideas, and to speak in a familiar group	<input type="checkbox"/>	<input type="checkbox"/>	057
8	Maintains attention and concentrates	<input type="checkbox"/>	<input type="checkbox"/>	058
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion	<input type="checkbox"/>	<input type="checkbox"/>	059

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

b. Social development

		Yes 1	No 2	
1	Plays alongside others	<input type="checkbox"/>	<input type="checkbox"/>	060
2	Builds relationships through gesture and talk	<input type="checkbox"/>	<input type="checkbox"/>	061
3	Takes turns and shares with adult support	<input type="checkbox"/>	<input type="checkbox"/>	062
4	Works as part of a group or class, taking turns and sharing fairly	<input type="checkbox"/>	<input type="checkbox"/>	063
5	Forms good relationships with adults and with peers	<input type="checkbox"/>	<input type="checkbox"/>	064
6	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	<input type="checkbox"/>	<input type="checkbox"/>	065
7	Understands that people have different needs, views, cultures, and beliefs that need to be treated with respect	<input type="checkbox"/>	<input type="checkbox"/>	066
8	Understands that s/he can expect others to treat her or his needs, views, cultures, and beliefs with respect	<input type="checkbox"/>	<input type="checkbox"/>	067
9	Takes into account the ideas of others	<input type="checkbox"/>	<input type="checkbox"/>	068

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

c. Emotional development

		Yes 1	No 2	
1	Separates from main carer with support	<input type="checkbox"/>	<input type="checkbox"/>	069
2	Communicates freely about home and community	<input type="checkbox"/>	<input type="checkbox"/>	070
3	Expresses needs and feelings in appropriate ways	<input type="checkbox"/>	<input type="checkbox"/>	071
4	Responds to significant experiences, showing a range of feelings when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	072
5	Has a developing awareness of own needs, views, and feelings and is sensitive to the needs, views, and feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	073
6	Has a developing respect for own culture and beliefs and those of other people	<input type="checkbox"/>	<input type="checkbox"/>	074
7	Considers the consequences of words and actions for self and others	<input type="checkbox"/>	<input type="checkbox"/>	075
8	Understands what is right and what is wrong, and why	<input type="checkbox"/>	<input type="checkbox"/>	076
9	Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	077

2. COMMUNICATION, LANGUAGE AND LITERACY

This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts, and writing for a variety of purposes.

a. Language for communication and thinking

		Yes 1	No 2	
1	Listens and responds	<input type="checkbox"/>	<input type="checkbox"/>	078
2	Initiates communication with others, displaying greater confidence in more informal contexts	<input type="checkbox"/>	<input type="checkbox"/>	079
3	Talks activities through, reflecting on and modifying actions	<input type="checkbox"/>	<input type="checkbox"/>	080
4	Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions, or actions	<input type="checkbox"/>	<input type="checkbox"/>	081
5	Uses language to imagine and to recreate roles and experiences	<input type="checkbox"/>	<input type="checkbox"/>	082
6	Interacts with others in a variety of contexts; negotiates plans and activities; takes turns in conversation	<input type="checkbox"/>	<input type="checkbox"/>	083
7	Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events; explores the meanings and sounds of new words	<input type="checkbox"/>	<input type="checkbox"/>	084
8	Speaks clearly with confidence and control; shows awareness of the listener	<input type="checkbox"/>	<input type="checkbox"/>	085
9	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range appropriate vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	086

2. COMMUNICATION, LANGUAGE AND LITERACY

b. Linking sounds and letters

	Yes 1	No 2	
1 Joins in rhyming and rhythmic activities	<input type="checkbox"/>	<input type="checkbox"/>	087
2 Shows an awareness of rhyme and alliteration	<input type="checkbox"/>	<input type="checkbox"/>	088
3 Links some sounds to letters	<input type="checkbox"/>	<input type="checkbox"/>	089
4 Links sounds to letters, naming and sounding letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	090
5 Hears and says initial and final sounds in words	<input type="checkbox"/>	<input type="checkbox"/>	091
6 Hears and says vowel sounds within words	<input type="checkbox"/>	<input type="checkbox"/>	092
7 Uses phonic knowledge to read simple and regular words	<input type="checkbox"/>	<input type="checkbox"/>	093
8 Attempts to read more complex words, using phonic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	094
9 Uses knowledge of letters, sounds, and words when reading and writing independently	<input type="checkbox"/>	<input type="checkbox"/>	095

2. COMMUNICATION, LANGUAGE AND LITERACY

c. Reading

		Yes 1	No 2	
1	Is developing an interest in books	<input type="checkbox"/>	<input type="checkbox"/>	096
2	Knows that print conveys meaning	<input type="checkbox"/>	<input type="checkbox"/>	097
3	Recognises a few familiar words	<input type="checkbox"/>	<input type="checkbox"/>	098
4	Knows that in English, Irish or Welsh, print is read from left to right and top to bottom	<input type="checkbox"/>	<input type="checkbox"/>	099
5	Shows an understanding of the elements of stories, such as main character, sequence of events, and openings	<input type="checkbox"/>	<input type="checkbox"/>	100
6	Reads a range of familiar and common words and simple sentences independently	<input type="checkbox"/>	<input type="checkbox"/>	101
7	Retells narratives in the correct sequence, drawing on language patterns of stories	<input type="checkbox"/>	<input type="checkbox"/>	102
8	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why, and how	<input type="checkbox"/>	<input type="checkbox"/>	103
9	Reads books of own choice with some fluency and accuracy	<input type="checkbox"/>	<input type="checkbox"/>	104

2. COMMUNICATION, LANGUAGE AND LITERACY

d. Writing

		Yes 1	No 2	
1	Experiments with mark-mixing, sometimes ascribing meaning to the marks	<input type="checkbox"/>	<input type="checkbox"/>	105
2	Uses some clearly identifiable letters to communicate meaning	<input type="checkbox"/>	<input type="checkbox"/>	106
3	Represents some sounds correctly in writing	<input type="checkbox"/>	<input type="checkbox"/>	107
4	Writes own name and other words from memory	<input type="checkbox"/>	<input type="checkbox"/>	108
5	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed	<input type="checkbox"/>	<input type="checkbox"/>	109
6	Attempts writing for a variety of purposes, using features of different forms	<input type="checkbox"/>	<input type="checkbox"/>	110
7	Uses phonic knowledge to write simple words and make phonetically plausible attempts at more complex words	<input type="checkbox"/>	<input type="checkbox"/>	111
8	Begins to form captions and simple sentences, sometimes by using punctuation	<input type="checkbox"/>	<input type="checkbox"/>	112
9	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences	<input type="checkbox"/>	<input type="checkbox"/>	113

3. MATHEMATICAL DEVELOPMENT

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

a. Numbers as labels and for counting

		Yes 1	No 2	
1	Says some number names in familiar contexts, such as in nursery rhymes	<input type="checkbox"/>	<input type="checkbox"/>	114
2	Counts reliably up to three everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	115
3	Counts reliably up to six everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	116
4	Says number names in order	<input type="checkbox"/>	<input type="checkbox"/>	117
5	Recognises numerals 1 to 9	<input type="checkbox"/>	<input type="checkbox"/>	118
6	Counts reliably up to 10 everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	119
7	Orders numbers up to 10	<input type="checkbox"/>	<input type="checkbox"/>	120
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	121
9	Recognises, counts, orders, writes, and uses numbers up to 20	<input type="checkbox"/>	<input type="checkbox"/>	122

3. MATHEMATICAL DEVELOPMENT

b. Calculating

		Yes 1	No 2	
1	Responds to the vocabulary involved in addition and subtraction in rhymes and games	<input type="checkbox"/>	<input type="checkbox"/>	123
2	Recognises differences in quantity when comparing sets of objects	<input type="checkbox"/>	<input type="checkbox"/>	124
3	Finds one more or one less from a group of up to five objects	<input type="checkbox"/>	<input type="checkbox"/>	125
4	Relates addition to combining two groups	<input type="checkbox"/>	<input type="checkbox"/>	126
5	Relates subtraction to taking away	<input type="checkbox"/>	<input type="checkbox"/>	127
6	In practical activities and discussion, begins to use vocabulary involved in adding and subtracting	<input type="checkbox"/>	<input type="checkbox"/>	128
7	Finds one more or less than a number from 1 to 10	<input type="checkbox"/>	<input type="checkbox"/>	129
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	130
9	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds	<input type="checkbox"/>	<input type="checkbox"/>	131

3. MATHEMATICAL DEVELOPMENT

c. Shape, space and measures

		Yes 1	No 2	
1	Experiments with a range of objects and materials showing some mathematical awareness	<input type="checkbox"/>	<input type="checkbox"/>	132
2	Sorts or matches objects and talks about sorting	<input type="checkbox"/>	<input type="checkbox"/>	133
3	Describes shapes in simple models, pictures, and patterns	<input type="checkbox"/>	<input type="checkbox"/>	134
4	Talks about, recognises, and recreates simple patterns	<input type="checkbox"/>	<input type="checkbox"/>	135
5	Uses everyday words to describe position	<input type="checkbox"/>	<input type="checkbox"/>	136
6	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes	<input type="checkbox"/>	<input type="checkbox"/>	137
7	Uses language such as 'greater', 'smaller', 'heavier', or 'lighter' to compare quantities	<input type="checkbox"/>	<input type="checkbox"/>	138
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	139
9	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes	<input type="checkbox"/>	<input type="checkbox"/>	140

4. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

In this area of learning children are developing the crucial knowledge, skills, and understanding that help them to make sense of the world.

	Yes 1	No 2	
1 Shows curiosity and interest by exploring surroundings	<input type="checkbox"/>	<input type="checkbox"/>	141
2 Observes, selects, and manipulates objects and materials. Identifies simple features and significant personal events	<input type="checkbox"/>	<input type="checkbox"/>	142
3 Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques	<input type="checkbox"/>	<input type="checkbox"/>	143
4 Investigates places, objects, materials and living things by using all the scenes as appropriate. Identifies some features and talks about features s/he likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	144
5 Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns, and changes	<input type="checkbox"/>	<input type="checkbox"/>	145
6 Finds out past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people	<input type="checkbox"/>	<input type="checkbox"/>	146
7 Finds out about the uses of everyday techniques and uses information and communication technology and programmable toys to support her/his learning	<input type="checkbox"/>	<input type="checkbox"/>	147
8 Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, and adapting her/his work where necessary	<input type="checkbox"/>	<input type="checkbox"/>	148
9 Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities	<input type="checkbox"/>	<input type="checkbox"/>	149

5. PHYSICAL DEVELOPMENT

This area of learning is about improving skills of co-ordination, control, manipulation, and movement. It also helps children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

		Yes 1	No 2	
1	Moves spontaneously, showing some control and co-ordination	<input type="checkbox"/>	<input type="checkbox"/>	150
2	Moves with confidence in a variety of ways, showing some awareness of space	<input type="checkbox"/>	<input type="checkbox"/>	151
3	Usually shows appropriate control in large- and small-scale movements	<input type="checkbox"/>	<input type="checkbox"/>	152
4	Moves with confidence, imagination, and in safety. Travels around, under, over, and through balancing and climbing equipment. Shows awareness of space of self and others	<input type="checkbox"/>	<input type="checkbox"/>	153
5	Demonstrates fine motor control and co-ordination	<input type="checkbox"/>	<input type="checkbox"/>	154
6	Uses small and large equipment, showing a range of basic skills	<input type="checkbox"/>	<input type="checkbox"/>	155
7	Handles tools, objects, construction and malleable materials safely and with basic control	<input type="checkbox"/>	<input type="checkbox"/>	156
8	Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active	<input type="checkbox"/>	<input type="checkbox"/>	157
9	Repeats, links, and adapts simple movements, sometimes commenting on her/his work. Demonstrates co-ordination and control in large and small movements, and in using a range of tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>	158

6. CREATIVE DEVELOPMENT

This area of learning includes art, music, dance, role-play and imaginative play.

		Yes 1	No 2	
1	Explores different media and responds to a variety of sensory experiences. Engages in representational play	<input type="checkbox"/>	<input type="checkbox"/>	159
2	Creates simple representation of events, people, and objects and engages in music making	<input type="checkbox"/>	<input type="checkbox"/>	160
3	Tries to capture experiences by using a variety of different media	<input type="checkbox"/>	<input type="checkbox"/>	161
4	Sings simple songs from memory	<input type="checkbox"/>	<input type="checkbox"/>	162
5	Explores colour, texture, shape, form, and space in two or three dimensions	<input type="checkbox"/>	<input type="checkbox"/>	163
6	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music	<input type="checkbox"/>	<input type="checkbox"/>	164
7	Uses imagination in art and design, music, dance, imaginative and role-play, and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches, and feels	<input type="checkbox"/>	<input type="checkbox"/>	165
8	Expresses and communicates ideas, thoughts, and feelings by using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments	<input type="checkbox"/>	<input type="checkbox"/>	166
9	Expresses feelings and preferences in response to artwork, drama, and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play, and imaginative play	<input type="checkbox"/>	<input type="checkbox"/>	167

Thank you very much for taking the time to answer our questions. Please complete the details below and return your questionnaire in the pre-paid envelope provided.

SP168-171

Your Name	Date of Completion
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

172-231

232-239


Name of School

240-399


All your answers will remain confidential.

Please call **Freephone 0800 783 5890** if you have any queries.

A11. Questionnaire: Wales - English version



Child of the new Century



NatCen
National Centre for Social Research

Child of the New Century

Age 5 Survey

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The child named below is part of this study. This child's parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on **0800 783 5890**.

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- **Physical development.**
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The first three questions describe a child who is at an early stage in their learning in this area. Most children will have achieved all of these three competencies, but there may be some exceptions to this pattern.

The next five questions are presented in approximate order of difficulty. However, the competencies are not necessarily hierarchical and a child may achieve a later competency without having achieved some or all of the earlier ones.

The final question in each scale describes a child who has achieved all the competencies from 1–8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the previous competencies.

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How to answer the questions

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Please read each question carefully. Please tick yes or no if the child has achieved the competency. All of the questions can be answered by ticking the box next to the answer that applies to the child.

	Yes	No
1. Shows an interest in classroom activities through observations or participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you make a mistake, put a line through the wrong answer, and place a tick in the box next to the answer, like this:

	Yes	No
1. Shows an interest in classroom activities through observations or participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself.

a. Disposition and attitudes

		Yes 1	No 2	
1	Shows an interest in classroom activities through observations or participation	<input type="checkbox"/>	<input type="checkbox"/>	051
2	Dresses, undresses, and manages own personal hygiene with adult support	<input type="checkbox"/>	<input type="checkbox"/>	052
3	Displays high levels of involvement in self-chosen activities	<input type="checkbox"/>	<input type="checkbox"/>	053
4	Dresses and undresses independently and manages own personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	054
5	Selects and uses activities and resources independently	<input type="checkbox"/>	<input type="checkbox"/>	055
6	Continues to be interested, motivated, and excited to learn	<input type="checkbox"/>	<input type="checkbox"/>	056
7	Is confident to try new activities, initiate ideas, and to speak in a familiar group	<input type="checkbox"/>	<input type="checkbox"/>	057
8	Maintains attention and concentrates	<input type="checkbox"/>	<input type="checkbox"/>	058
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion	<input type="checkbox"/>	<input type="checkbox"/>	059

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

b. Social development

		Yes 1	No 2	
1	Plays alongside others	<input type="checkbox"/>	<input type="checkbox"/>	060
2	Builds relationships through gesture and talk	<input type="checkbox"/>	<input type="checkbox"/>	061
3	Takes turns and shares with adult support	<input type="checkbox"/>	<input type="checkbox"/>	062
4	Works as part of a group or class, taking turns and sharing fairly	<input type="checkbox"/>	<input type="checkbox"/>	063
5	Forms good relationships with adults and with peers	<input type="checkbox"/>	<input type="checkbox"/>	064
6	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	<input type="checkbox"/>	<input type="checkbox"/>	065
7	Understands that people have different needs, views, cultures, and beliefs that need to be treated with respect	<input type="checkbox"/>	<input type="checkbox"/>	066
8	Understands that s/he can expect others to treat her or his needs, views, cultures, and beliefs with respect	<input type="checkbox"/>	<input type="checkbox"/>	067
9	Takes into account the ideas of others	<input type="checkbox"/>	<input type="checkbox"/>	068

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

c. Emotional development

		Yes 1	No 2	
1	Separates from main carer with support	<input type="checkbox"/>	<input type="checkbox"/>	069
2	Communicates freely about home and community	<input type="checkbox"/>	<input type="checkbox"/>	070
3	Expresses needs and feelings in appropriate ways	<input type="checkbox"/>	<input type="checkbox"/>	071
4	Responds to significant experiences, showing a range of feelings when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	072
5	Has a developing awareness of own needs, views, and feelings and is sensitive to the needs, views, and feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	073
6	Has a developing respect for own culture and beliefs and those of other people	<input type="checkbox"/>	<input type="checkbox"/>	074
7	Considers the consequences of words and actions for self and others	<input type="checkbox"/>	<input type="checkbox"/>	075
8	Understands what is right and what is wrong, and why	<input type="checkbox"/>	<input type="checkbox"/>	076
9	Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	077

2. COMMUNICATION, LANGUAGE AND LITERACY

This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts, and writing for a variety of purposes.

a. Language for communication and thinking

		Yes 1	No 2	
1	Listens and responds	<input type="checkbox"/>	<input type="checkbox"/>	078
2	Initiates communication with others, displaying greater confidence in more informal contexts	<input type="checkbox"/>	<input type="checkbox"/>	079
3	Talks activities through, reflecting on and modifying actions	<input type="checkbox"/>	<input type="checkbox"/>	080
4	Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions, or actions	<input type="checkbox"/>	<input type="checkbox"/>	081
5	Uses language to imagine and to recreate roles and experiences	<input type="checkbox"/>	<input type="checkbox"/>	082
6	Interacts with others in a variety of contexts; negotiates plans and activities; takes turns in conversation	<input type="checkbox"/>	<input type="checkbox"/>	083
7	Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events; explores the meanings and sounds of new words	<input type="checkbox"/>	<input type="checkbox"/>	084
8	Speaks clearly with confidence and control; shows awareness of the listener	<input type="checkbox"/>	<input type="checkbox"/>	085
9	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range appropriate vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	086

2. COMMUNICATION, LANGUAGE AND LITERACY

b. Linking sounds and letters

	Yes 1	No 2	
1 Joins in rhyming and rhythmic activities	<input type="checkbox"/>	<input type="checkbox"/>	087
2 Shows an awareness of rhyme and alliteration	<input type="checkbox"/>	<input type="checkbox"/>	088
3 Links some sounds to letters	<input type="checkbox"/>	<input type="checkbox"/>	089
4 Links sounds to letters, naming and sounding letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	090
5 Hears and says initial and final sounds in words	<input type="checkbox"/>	<input type="checkbox"/>	091
6 Hears and says vowel sounds within words	<input type="checkbox"/>	<input type="checkbox"/>	092
7 Uses phonic knowledge to read simple and regular words	<input type="checkbox"/>	<input type="checkbox"/>	093
8 Attempts to read more complex words, using phonic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	094
9 Uses knowledge of letters, sounds, and words when reading and writing independently	<input type="checkbox"/>	<input type="checkbox"/>	095

2. COMMUNICATION, LANGUAGE AND LITERACY

c. Reading

		Yes 1	No 2	
1	Is developing an interest in books	<input type="checkbox"/>	<input type="checkbox"/>	096
2	Knows that print conveys meaning	<input type="checkbox"/>	<input type="checkbox"/>	097
3	Recognises a few familiar words	<input type="checkbox"/>	<input type="checkbox"/>	098
4	Knows that in English, Irish or Welsh, print is read from left to right and top to bottom	<input type="checkbox"/>	<input type="checkbox"/>	099
5	Shows an understanding of the elements of stories, such as main character, sequence of events, and openings	<input type="checkbox"/>	<input type="checkbox"/>	100
6	Reads a range of familiar and common words and simple sentences independently	<input type="checkbox"/>	<input type="checkbox"/>	101
7	Retells narratives in the correct sequence, drawing on language patterns of stories	<input type="checkbox"/>	<input type="checkbox"/>	102
8	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why, and how	<input type="checkbox"/>	<input type="checkbox"/>	103
9	Reads books of own choice with some fluency and accuracy	<input type="checkbox"/>	<input type="checkbox"/>	104

2. COMMUNICATION, LANGUAGE AND LITERACY

d. Writing

		Yes 1	No 2	
1	Experiments with mark-mixing, sometimes ascribing meaning to the marks	<input type="checkbox"/>	<input type="checkbox"/>	105
2	Uses some clearly identifiable letters to communicate meaning	<input type="checkbox"/>	<input type="checkbox"/>	106
3	Represents some sounds correctly in writing	<input type="checkbox"/>	<input type="checkbox"/>	107
4	Writes own name and other words from memory	<input type="checkbox"/>	<input type="checkbox"/>	108
5	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed	<input type="checkbox"/>	<input type="checkbox"/>	109
6	Attempts writing for a variety of purposes, using features of different forms	<input type="checkbox"/>	<input type="checkbox"/>	110
7	Uses phonic knowledge to write simple words and make phonetically plausible attempts at more complex words	<input type="checkbox"/>	<input type="checkbox"/>	111
8	Begins to form captions and simple sentences, sometimes by using punctuation	<input type="checkbox"/>	<input type="checkbox"/>	112
9	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences	<input type="checkbox"/>	<input type="checkbox"/>	113

3. MATHEMATICAL DEVELOPMENT

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

a. Numbers as labels and for counting

		Yes 1	No 2	
1	Says some number names in familiar contexts, such as in nursery rhymes	<input type="checkbox"/>	<input type="checkbox"/>	114
2	Counts reliably up to three everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	115
3	Counts reliably up to six everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	116
4	Says number names in order	<input type="checkbox"/>	<input type="checkbox"/>	117
5	Recognises numerals 1 to 9	<input type="checkbox"/>	<input type="checkbox"/>	118
6	Counts reliably up to 10 everyday objects	<input type="checkbox"/>	<input type="checkbox"/>	119
7	Orders numbers up to 10	<input type="checkbox"/>	<input type="checkbox"/>	120
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	121
9	Recognises, counts, orders, writes, and uses numbers up to 20	<input type="checkbox"/>	<input type="checkbox"/>	122

3. MATHEMATICAL DEVELOPMENT

b. Calculating

		Yes 1	No 2	
1	Responds to the vocabulary involved in addition and subtraction in rhymes and games	<input type="checkbox"/>	<input type="checkbox"/>	123
2	Recognises differences in quantity when comparing sets of objects	<input type="checkbox"/>	<input type="checkbox"/>	124
3	Finds one more or one less from a group of up to five objects	<input type="checkbox"/>	<input type="checkbox"/>	125
4	Relates addition to combining two groups	<input type="checkbox"/>	<input type="checkbox"/>	126
5	Relates subtraction to taking away	<input type="checkbox"/>	<input type="checkbox"/>	127
6	In practical activities and discussion, begins to use vocabulary involved in adding and subtracting	<input type="checkbox"/>	<input type="checkbox"/>	128
7	Finds one more or less than a number from 1 to 10	<input type="checkbox"/>	<input type="checkbox"/>	129
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	130
9	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds	<input type="checkbox"/>	<input type="checkbox"/>	131

3. MATHEMATICAL DEVELOPMENT

c. Shape, space and measures

		Yes 1	No 2	
1	Experiments with a range of objects and materials showing some mathematical awareness	<input type="checkbox"/>	<input type="checkbox"/>	132
2	Sorts or matches objects and talks about sorting	<input type="checkbox"/>	<input type="checkbox"/>	133
3	Describes shapes in simple models, pictures, and patterns	<input type="checkbox"/>	<input type="checkbox"/>	134
4	Talks about, recognises, and recreates simple patterns	<input type="checkbox"/>	<input type="checkbox"/>	135
5	Uses everyday words to describe position	<input type="checkbox"/>	<input type="checkbox"/>	136
6	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes	<input type="checkbox"/>	<input type="checkbox"/>	137
7	Uses language such as 'greater', 'smaller', 'heavier', or 'lighter' to compare quantities	<input type="checkbox"/>	<input type="checkbox"/>	138
8	Uses developing mathematical ideas and methods to solve practical problems	<input type="checkbox"/>	<input type="checkbox"/>	139
9	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes	<input type="checkbox"/>	<input type="checkbox"/>	140

4. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

In this area of learning children are developing the crucial knowledge, skills, and understanding that help them to make sense of the world.

	Yes 1	No 2	
1 Shows curiosity and interest by exploring surroundings	<input type="checkbox"/>	<input type="checkbox"/>	141
2 Observes, selects, and manipulates objects and materials. Identifies simple features and significant personal events	<input type="checkbox"/>	<input type="checkbox"/>	142
3 Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques	<input type="checkbox"/>	<input type="checkbox"/>	143
4 Investigates places, objects, materials and living things by using all the scenes as appropriate. Identifies some features and talks about features s/he likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	144
5 Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns, and changes	<input type="checkbox"/>	<input type="checkbox"/>	145
6 Finds out past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people	<input type="checkbox"/>	<input type="checkbox"/>	146
7 Finds out about the uses of everyday techniques and uses information and communication technology and programmable toys to support her/his learning	<input type="checkbox"/>	<input type="checkbox"/>	147
8 Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, and adapting her/his work where necessary	<input type="checkbox"/>	<input type="checkbox"/>	148
9 Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities	<input type="checkbox"/>	<input type="checkbox"/>	149

5. PHYSICAL DEVELOPMENT

This area of learning is about improving skills of co-ordination, control, manipulation, and movement. It also helps children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

		Yes 1	No 2	
1	Moves spontaneously, showing some control and co-ordination	<input type="checkbox"/>	<input type="checkbox"/>	150
2	Moves with confidence in a variety of ways, showing some awareness of space	<input type="checkbox"/>	<input type="checkbox"/>	151
3	Usually shows appropriate control in large- and small-scale movements	<input type="checkbox"/>	<input type="checkbox"/>	152
4	Moves with confidence, imagination, and in safety. Travels around, under, over, and through balancing and climbing equipment. Shows awareness of space of self and others	<input type="checkbox"/>	<input type="checkbox"/>	153
5	Demonstrates fine motor control and co-ordination	<input type="checkbox"/>	<input type="checkbox"/>	154
6	Uses small and large equipment, showing a range of basic skills	<input type="checkbox"/>	<input type="checkbox"/>	155
7	Handles tools, objects, construction and malleable materials safely and with basic control	<input type="checkbox"/>	<input type="checkbox"/>	156
8	Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active	<input type="checkbox"/>	<input type="checkbox"/>	157
9	Repeats, links, and adapts simple movements, sometimes commenting on her/his work. Demonstrates co-ordination and control in large and small movements, and in using a range of tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>	158

6. CREATIVE DEVELOPMENT

This area of learning includes art, music, dance, role-play and imaginative play.

		Yes 1	No 2	
1	Explores different media and responds to a variety of sensory experiences. Engages in representational play	<input type="checkbox"/>	<input type="checkbox"/>	159
2	Creates simple representation of events, people, and objects and engages in music making	<input type="checkbox"/>	<input type="checkbox"/>	160
3	Tries to capture experiences by using a variety of different media	<input type="checkbox"/>	<input type="checkbox"/>	161
4	Sings simple songs from memory	<input type="checkbox"/>	<input type="checkbox"/>	162
5	Explores colour, texture, shape, form, and space in two or three dimensions	<input type="checkbox"/>	<input type="checkbox"/>	163
6	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music	<input type="checkbox"/>	<input type="checkbox"/>	164
7	Uses imagination in art and design, music, dance, imaginative and role-play, and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches, and feels	<input type="checkbox"/>	<input type="checkbox"/>	165
8	Expresses and communicates ideas, thoughts, and feelings by using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments	<input type="checkbox"/>	<input type="checkbox"/>	166
9	Expresses feelings and preferences in response to artwork, drama, and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play, and imaginative play	<input type="checkbox"/>	<input type="checkbox"/>	167

Thank you very much for taking the time to answer our questions. Please complete the details below and return your questionnaire in the pre-paid envelope provided.

1 Which of the following best describes the child's ability in Welsh:

- 168
- Fluent in Welsh ☐ 1
- Can speak a lot of Welsh ☐ 2
- Can speak a little Welsh ☐ 3
- Can only say a few words in Welsh ☐ 4
- Does not speak Welsh ☐ 5
- Don't know ☐ 6

SP169

2 Please state in which language the child is educated:

- 170-171
- Welsh only ☐ 01
- Mainly Welsh ☐ 02
- Welsh and English in roughly equal proportions ☐ 03
- Mainly English ☐ 04
- English only ☐ 05
- Other (please write in) ☐ 06

Your Name	Date of Completion
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172-231

232-239


Name of School

240-399


All your answers will remain confidential.

Please call **Freephone 0800 783 5890** if you have any queries.

A12. Questionnaire: Wales - Welsh version



Child of the new Century



NatCen
National Centre for Social Research

Plentyn y Ganrif Newydd


Arolwg 5 Oed

Mae'r Athrofa Addysg wedi comisiynu'r Ganolfan Genedlaethol Ymchwil Cymdeithasol i gynnal arolwg am fywydau plant yn yr 21^{ain} Ganrif. Enw'r arolwg yw *Plentyn y Ganrif Newydd*.

Mae'r plentyn a enwir isod yn rhan o'r astudiaeth hon. Mae rhieni'r plentyn hwn wedi rhoi eu caniatâd ysgrifenedig i ni estyn gwahoddiad i chi lenwi'r holiadur athro hwn.

Caiff yr holl wybodaeth a rowch ei thrin yn hollol gyfrinachol yn unol â'r Ddeddf Gwarchod Data a chaiff ei defnyddio at ddibenion ymchwil yn unig. Ni chaiff unrhyw ran o'r wybodaeth a rowch ei throsglwyddo i'r plentyn na'i rieni.

Atebwch y cwestiynau am y plentyn a enwir isod. Dylai'r holiadur gymryd 15-20 munud i'w chwblhau. Os oes angen unrhyw gymorth arnoch neu os oes gennych unrhyw gwestiynau gallwch ffonio'r tîm ymchwil ar **0800 783 5890**.



SN	001-009	CN=2	016	SEX	028
CHK	010	MN	017-018	BATCH	029-033
SP	011	V=4	019	SP	034-050
PT	012-015	DOB	020-027		

Ynglŷn â'r Holiadur

Mae'r holiadur yn holi ynghylch gallu'r plentyn mewn chwe gwahanol faes dysgu. Gofynnir y cwestiynau hyn er mwyn cael cipolwg o gynnydd plentyn yn y maes dysgu hwn. Caiff tri o'r meysydd eu rhannu ymhellach yn is-grwpiau ac mae gwahanol raddfeydd asesu ar gyfer pob un ohonynt.

- **Datblygiad personol, cymdeithasol ac emosiynol** (Cymeriad ac agweddau; Datblygiad cymdeithasol; Datblygiad emosiynol).
- **Cyfathrebu, iaith a llythrennedd** (Cyfathrebu, iaith a llythrennedd; cysylltu seiniau a llythrennau; darllen ac ysgrifennu).
- **Datblygiad mathemategol** (Rhifau fel labeli ac i rifo; Cyfrifo; Siâp, gofod a mesurau).
- **Gwybodaeth a dealltwriaeth o'r byd.**
- **Datblygiad corfforol.**
- **Datblygiad creadigol.**

Mae naw cwestiwn gan bob un o'r 13 graddfa asesu. Mae pob cwestiwn yn disgrifio gallu. Gofynnir i chi ddweud a yw'r plentyn wedi cyflawni'r gallu hwn ai peidio.

Mae'r tri chwestiwn cyntaf yn disgrifio plentyn sydd mewn cyfnod cynnar yn ei ddysgu yn y maes hwn. Bydd y rhan fwyaf o blant wedi cyflawni pob un o'r tri gallu hwn, ond bydd rhai eithriadau i'r patrwm hwn.

Cyflwynir y pum cwestiwn nesaf yn nhrefn fras anhawster. Fodd bynnag, nid yw'r galluoedd yn hierarchaidd o reidrwydd a gall plentyn gyflawni un o'r galluoedd diweddarach heb ei fod wedi cyflawni rhai neu'r cyfan o'r rhai cynharach.

Mae'r cwestiwn terfynol ym mhob graddfa'n disgrifio plentyn sydd wedi cyflawni pob un o'r galluoedd o 1–8 ar y raddfa honno, wedi datblygu ymhellach o ran ehangder a dyfnder, ac yn gweithio'n gyson y tu hwnt i'r galluoedd blaenorol.

Ar gyfer nifer fechan o blant ag anghenion addysgol arbennig, efallai na fydd yn bosibl gwneud asesiad.

Sut i ateb y cwestiynau

I lenwi'r holiadur dylid ystyried pob cwestiwn ar wahân. Ar gyfer pob cwestiwn, dylid llunio barn sy'n cynrychioli eich asesiad o gyrhaeddiad nodweddiadol y plentyn; hynny yw, er bod ymddygiad plentyn yn amrywio rywfaint o un dydd i'r llall ac o un cyd-destun i'r llall efallai, yr asesiad a wneir yw'r disgrifiad gorau o gyflawniad y plentyn.

Darllenwch bob cwestiwn yn ofalus. Ticiwch 'ydy' neu 'nac ydy' i nodi a yw'r plentyn wedi cyflawni'r gallu. Gellir ateb pob cwestiwn drwy dicio'r blwch wrth ymyl yr ateb sy'n berthnasol i'r plentyn.

1. Mae'n dangos diddordeb mewn gweithgareddau dosbarth drwy arsylwi neu gyfranogi. Ydy ☒ Nac Ydy ☐

Os gwnewch gamgymeriad, tynnwch linell drwy'r ateb anghywir a rhwch dic yn y blwch wrth ymyl yr ateb, fel hyn:

1. Mae'n dangos diddordeb mewn gweithgareddau dosbarth drwy arsylwi neu gyfranogi. Ydy ☒ Nac Ydy ☒

Gallwch adael unrhyw gwestiwn nad ydych eisiau ei ateb, gadewch y blwch yn wag.

1. DATBLYGIAD PERSONOL, CYMDEITHASOL AC EMOSIYNOL

Mae'r maes dysgu hwn yn ymwneud â lles emosiynol, gwybod pwy ydych chi a ble mae'ch lle chi a theimlo'n dda am eich hun.

a. Cymeriad ac agweddau

		Ydy 1	Nac Ydy 2	
1	Mae'n dangos diddordeb mewn gweithgareddau dosbarth drwy arsylwi neu gyfranogi.	<input type="checkbox"/>	<input type="checkbox"/>	051
2	Mae'n gwisgo, dadwisgo, ac yn rheoli ei hylendid personol ei hun gyda chefnogaeth oedolyn.	<input type="checkbox"/>	<input type="checkbox"/>	052
3	Mae'n dangos lefelau uchel o ymglymiad mewn gweithgareddau y mae'n eu dewis ei hun.	<input type="checkbox"/>	<input type="checkbox"/>	053
4	Mae'n gwisgo ac yn dadwisgo'n annibynnol ac yn rheoli ei hylendid personol ei hun.	<input type="checkbox"/>	<input type="checkbox"/>	054
5	Mae'n dewis ac yn defnyddio gweithgareddau ac adnoddau'n annibynnol.	<input type="checkbox"/>	<input type="checkbox"/>	055
6	Mae ei ddiddordeb a'i gymhellant yn parhau, ac mae'n awyddus i ddysgu o hyd.	<input type="checkbox"/>	<input type="checkbox"/>	056
7	Mae'n hyderus i roi cynnig ar weithgareddau newydd, cyfrannu syniadau, a siarad mewn grŵp cyfarwydd.	<input type="checkbox"/>	<input type="checkbox"/>	057
8	Mae'n cynnal sylw ac yn canolbwyntio.	<input type="checkbox"/>	<input type="checkbox"/>	058
9	Mae'n cynnal ymglymiad ac yn dyfalbarhau, yn enwedig wrth geisio datrys problem neu ddod i gasgliad boddhaol.	<input type="checkbox"/>	<input type="checkbox"/>	059

1. DATBLYGIAD PERSONOL, CYMDEITHASOL AC EMOSIYNOL

b. Datblygiad cymdeithasol

		Ydy 1	Nac Ydy 2	
1	Mae'n chwarae gydag eraill.	<input type="checkbox"/>	<input type="checkbox"/>	060
2	Mae'n meithrin perthnasoedd drwy ystumio a siarad.	<input type="checkbox"/>	<input type="checkbox"/>	061
3	Mae'n cymryd ei dro ac yn rhannu gyda chefnogaeth oedolyn.	<input type="checkbox"/>	<input type="checkbox"/>	062
4	Mae'n gweithio fel rhan o grŵp neu ddosbarth, yn cymryd ei dro ac yn rhannu'n deg.	<input type="checkbox"/>	<input type="checkbox"/>	063
5	Mae'n ffurfio perthnasoedd da gydag oedolion a chyfoedion.	<input type="checkbox"/>	<input type="checkbox"/>	064
6	Mae'n deall bod angen cael gwerthoedd cytunedig a chodau ymddygiad i grwpiau o bobl, gan gynnwys oedolion a phlant, i gydweithio'n gytûn.	<input type="checkbox"/>	<input type="checkbox"/>	065
7	Mae'n deall bod gan bobl wahanol anghenion, barnau, diwylliannau a chredoau y mae angen eu parchu.	<input type="checkbox"/>	<input type="checkbox"/>	066
8	Mae'n deall y gall ddisgwyl i eraill barchu ei anghenion, ei farnau, ei ddiwylliannau a'i gredoau ei hun.	<input type="checkbox"/>	<input type="checkbox"/>	067
9	Mae'n ystyried syniadau pobl eraill.	<input type="checkbox"/>	<input type="checkbox"/>	068

1. DATBLYGIAD PERSONOL, CYMDEITHASOL AC EMOSIYNOL

c. Datblygiad emosiynol

		Ydy 1	Nac Ydy 2	
1	Mae'n gwahanu wrth y prif ofalwr gyda chefnogaeth.	<input type="checkbox"/>	<input type="checkbox"/>	069
2	Mae'n cyfathrebu'n rhwydd am gartref a'r gymuned.	<input type="checkbox"/>	<input type="checkbox"/>	070
3	Mae'n mynegi anghenion a theimladau mewn ffyrdd priodol.	<input type="checkbox"/>	<input type="checkbox"/>	071
4	Mae'n ymateb i brofiadau arwyddocaol, gan ddangos ystod o deimladau pan fo'n briodol.	<input type="checkbox"/>	<input type="checkbox"/>	072
5	Mae ganddo/ganddi ymwybyddiaeth ddatblygol am anghenion, barnau a theimladau ei hun ac mae'n sensitif i anghenion, barnau a theimladau eraill.	<input type="checkbox"/>	<input type="checkbox"/>	073
6	Mae ganddo/ganddi barch datblygol i'w ddiwylliant a'i gredoau ei hun a rhai pobl eraill.	<input type="checkbox"/>	<input type="checkbox"/>	074
7	Mae'n ystyried canlyniadau geiriau a gweithredoedd i'w hun ac eraill.	<input type="checkbox"/>	<input type="checkbox"/>	075
8	Mae'n deall beth sy'n gywir a beth sy'n anghywir, a pham.	<input type="checkbox"/>	<input type="checkbox"/>	076
9	Mae'n dangos ymdeimlad cryf a chadarnhaol o hunaniaeth a gall fynegi ystod o emosiynau yn rhugl ac yn briodol.	<input type="checkbox"/>	<input type="checkbox"/>	077

2. CYFATHREBU, IAITH A LLYTHRENNEDD

Mae'r maes dysgu hwn yn cynnwys cyfathrebu, siarad a gwrando mewn gwahanol sefyllfaoedd ac at wahanol ddibenion, gwrando ar ystod eang o lyfrau yn cael eu darllen a darllen testunau syml, ac ysgrifennu at amryw ddibenion.

a. Iaith ar gyfer cyfathrebu a meddwl

		Ydy 1	Nac Ydy 2	
1	Mae'n gwrando ac yn ymateb.	<input type="checkbox"/>	<input type="checkbox"/>	078
2	Mae'n dechrau cyfathrebu ag eraill, gan ddangos mwy o hyder mewn cyd-destunau llai ffurfiol.	<input type="checkbox"/>	<input type="checkbox"/>	079
3	Mae'n trafod gweithgareddau, gan fyfyrio ynghylch gweithredoedd ac yn eu haddasu.	<input type="checkbox"/>	<input type="checkbox"/>	080
4	Mae'n mwynhau gwrando ar straeon, caneuon, rhigymau a cherddi; mae'n gwrando'n astud yn barhaus ac yn ymateb gyda sylwadau, cwestiynau neu weithredoedd perthnasol.	<input type="checkbox"/>	<input type="checkbox"/>	081
5	Mae'n defnyddio iaith i ddychmygu ac i ail-greu rolau a phrofiadau.	<input type="checkbox"/>	<input type="checkbox"/>	082
6	Mae'n rhyngweithio gydag eraill mewn amryw gyd-destun; mae'n cyd-drafod cynlluniau a gweithgareddau; mae'n cymryd ei dro mewn sgwrs.	<input type="checkbox"/>	<input type="checkbox"/>	083
7	Mae'n defnyddio siarad er mwyn trefnu ac egluro meddyliau, syniadau, teimladau, a digwyddiadau; mae'n archwilio ystyron a seiniau geiriau newydd.	<input type="checkbox"/>	<input type="checkbox"/>	084
8	Mae'n siarad yn glir gyda hyder a rheolaeth; mae'n dangos ymwybyddiaeth am y gwrandawr.	<input type="checkbox"/>	<input type="checkbox"/>	085
9	Mae'n siarad ac yn gwrando'n hyderus a chyda rheolaeth, gan ddangos ymwybyddiaeth gyson am y gwrandawr drwy gynnwys manylion perthnasol. Mae'n defnyddio iaith i ddod i ddeall ac egluro syniadau, gan ddangos rheolaeth ar ystod o eirfa briodol.	<input type="checkbox"/>	<input type="checkbox"/>	086

2. CYFATHREBU, IAITH A LLYTHRENNEDD

b. Cysylltu seiniau a llythrennau

		Ydy 1	Nac Ydy 2	
1	Mae'n cymryd rhan mewn gweithgareddau odli a rhythmig.	<input type="checkbox"/>	<input type="checkbox"/>	087
2	Mae'n dangos ymwybyddiaeth am odl a chyflythreniad.	<input type="checkbox"/>	<input type="checkbox"/>	088
3	Mae'n cysylltu rhai seiniau a llythrennau.	<input type="checkbox"/>	<input type="checkbox"/>	089
4	Mae'n cysylltu seiniau â llythrennau, yn enwi ac yn seinio llythrennau'r wyddor	<input type="checkbox"/>	<input type="checkbox"/>	090
5	Mae'n clywed ac yn dweud seiniau cychwynnol a therfynol mewn geiriau.	<input type="checkbox"/>	<input type="checkbox"/>	091
6	Mae'n clywed ac yn dweud seiniau llafariad mewn geiriau.	<input type="checkbox"/>	<input type="checkbox"/>	092
7	Mae'n defnyddio gwybodaeth ffonig i ddarllen geiriau syml a rheolaidd.	<input type="checkbox"/>	<input type="checkbox"/>	093
8	Mae'n ceisio darllen geiriau mwy cymhleth, gan ddefnyddio gwybodaeth ffonig.	<input type="checkbox"/>	<input type="checkbox"/>	094
9	Mae'n defnyddio gwybodaeth am lythrennau, seiniau a geiriau wrth ddarllen ac ysgrifennu'n annibynnol.	<input type="checkbox"/>	<input type="checkbox"/>	095

2. CYFATHREBU, IAITH A LLYTHRENNEDD

c. Darllen

		Ydy 1	Nac Ydy 2	
1	Mae'n datblygu diddordeb mewn llyfrau.	<input type="checkbox"/>	<input type="checkbox"/>	096
2	Mae'n gwybod bod print yn cyfleu ystyr.	<input type="checkbox"/>	<input type="checkbox"/>	097
3	Mae'n adnabod ychydig o eiriau cyfarwydd.	<input type="checkbox"/>	<input type="checkbox"/>	098
4	Mae'n gwybod bod print, yn Gymraeg, Saesneg neu Wyddeleg, yn cael ei ddarllen o'r chwith i'r dde ac o'r brig i'r gwaelod.	<input type="checkbox"/>	<input type="checkbox"/>	099
5	Mae'n dangos dealltwriaeth o elfennau straeon, fel prif gymeriad, trefn digwyddiadau, ac agoriadau.	<input type="checkbox"/>	<input type="checkbox"/>	100
6	Mae'n darllen ystod o eiriau cyfarwydd a chyffredin a brawddegau syml yn annibynnol.	<input type="checkbox"/>	<input type="checkbox"/>	101
7	Mae'n ailadrodd naratifau yn y drefn gywir, gan dynnu ar batrymau iaith straeon.	<input type="checkbox"/>	<input type="checkbox"/>	102
8	Mae'n deall sut y gellir cael gwybodaeth o destunau ffeithiol i ateb cwestiynau am ble, pwy, sut a pham.	<input type="checkbox"/>	<input type="checkbox"/>	103
9	Mae'n darllen llyfrau o'i ddewis ei hun gyda pheth rhuglder a chywirdeb.	<input type="checkbox"/>	<input type="checkbox"/>	104

2. CYFATHREBU, IAITH A LLYTHRENNEDD

ch. Ysgrifennu

		Ydy 1	Nac Ydy 2	
1	Mae'n arbrofi â chymysgu marciau, weithiau'n priodoli ystyr i'r marciau.	<input type="checkbox"/>	<input type="checkbox"/>	105
2	Mae'n defnyddio rhai llythrennau y gellir eu hadnabod yn glir i gyfathrebu ystyr.	<input type="checkbox"/>	<input type="checkbox"/>	106
3	Mae'n cynrychioli rhai seiniau'n gywir mewn ysgrifen.	<input type="checkbox"/>	<input type="checkbox"/>	107
4	Mae'n ysgrifennu ei enw ei hun a geiriau eraill o'r cof.	<input type="checkbox"/>	<input type="checkbox"/>	108
5	Mae'n dal pensil ac yn ei ddefnyddio'n effeithiol i ffurfio llythrennau y gellir eu hadnabod, ac y mae'r rhan fwyaf ohonynt wedi'u ffurfio'n gywir.	<input type="checkbox"/>	<input type="checkbox"/>	109
6	Mae'n ceisio ysgrifennu at amryw ddibenion, gan ddefnyddio nodweddion gwahanol ffurfiau.	<input type="checkbox"/>	<input type="checkbox"/>	110
7	Mae'n defnyddio gwybodaeth ffonig i ysgrifennu geiriau syml ac yn gwneud ymdrechion seicolegol credadwy i ysgrifennu geiriau mwy cymhleth.	<input type="checkbox"/>	<input type="checkbox"/>	111
8	Mae'n dechrau ffurfio penawdau a brawddegau syml, weithiau drwy ddefnyddio atalnodi.	<input type="checkbox"/>	<input type="checkbox"/>	112
9	Mae'n cyfathrebu ystyr drwy ymadroddion a brawddegau syml gyda pheth cysondeb yn atalnodi brawddegau.	<input type="checkbox"/>	<input type="checkbox"/>	113

3. DATBLYGIAD MATHEMATEGOL

Mae'r maes dysgu hwn yn cynnwys rhifo, trefnu, paru, chwilio am batrymau, gwneud cysylltiadau, adnabod perthnasoedd a gweithio gyda rhifau, siapau, gofod a mesurau.

a. Rhifau fel labeli ac i rifo

		Ydy 1	Nac Ydy 2	
1	Mae'n dweud enwau rhai rhifau mewn cyd-destunau cyfarwydd, er enghraifft mewn hwiangerddi.	<input type="checkbox"/>	<input type="checkbox"/>	114
2	Mae'n rhifo'n ddibynadwy hyd at dri pheth cyffredin.	<input type="checkbox"/>	<input type="checkbox"/>	115
3	Mae'n rhifo'n ddibynadwy hyd at chwe pheth cyffredin.	<input type="checkbox"/>	<input type="checkbox"/>	116
4	Mae'n dweud enwau rhifau mewn trefn.	<input type="checkbox"/>	<input type="checkbox"/>	117
5	Mae'n adnabod rhifau 1 i 9.	<input type="checkbox"/>	<input type="checkbox"/>	118
6	Mae'n rhifo'n ddibynadwy hyd at 10 peth cyffredin.	<input type="checkbox"/>	<input type="checkbox"/>	119
7	Mae'n trefnu rhifau hyd at 10.	<input type="checkbox"/>	<input type="checkbox"/>	120
8	Mae'n defnyddio syniadau a dulliau mathemategol datblygol i ddatrys problemau ymarferol.	<input type="checkbox"/>	<input type="checkbox"/>	121
9	Mae'n adnabod, rhifo, trefnu, ysgrifennu ac yn defnyddio rhifau hyd at 20.	<input type="checkbox"/>	<input type="checkbox"/>	122

3. DATBLYGIAD MATHEMATEGOL

b. Cyfrifo

		Ydy 1	Nac Ydy 2	
1	Mae'n ymateb i'r eirfa sy'n gysylltiedig ag adio a thynnu mewn rhigymau a gemau.	<input type="checkbox"/>	<input type="checkbox"/>	123
2	Mae'n adnabod gwahaniaethau mewn maint wrth gymharu setiau o wrthrychau.	<input type="checkbox"/>	<input type="checkbox"/>	124
3	Mae'n dod o hyd i un yn fwy neu un yn llai o grŵp hyd at bum gwrthrych.	<input type="checkbox"/>	<input type="checkbox"/>	125
4	Mae'n cysylltu adio â chyfuno dau grŵp.	<input type="checkbox"/>	<input type="checkbox"/>	126
5	Mae'n cysylltu tynnu â thynnu i ffwrdd.	<input type="checkbox"/>	<input type="checkbox"/>	127
6	Mewn gweithgareddau ymarferol a thrafodaethau, mae'n dechrau defnyddio geirfa sy'n gysylltiedig ag adio a thynnu.	<input type="checkbox"/>	<input type="checkbox"/>	128
7	Mae'n dod o hyd i un yn fwy neu'n llai na rhif o 1 i 10.	<input type="checkbox"/>	<input type="checkbox"/>	129
8	Mae'n defnyddio syniadau a dulliau mathemategol datblygol i ddatrys problemau ymarferol.	<input type="checkbox"/>	<input type="checkbox"/>	130
9	Mae'n defnyddio ystod o strategaethau ar gyfer adio a thynnu, gan gynnwys rhywfaint o atgofio bondiau rhif.	<input type="checkbox"/>	<input type="checkbox"/>	131

3. DATBLYGIAD MATHEMATEGOL

c. Siâp, gofod a mesurau

		Ydy 1	Nac Ydy 2	
1	Mae'n arbrofi gydag ystod o wrthrychau a deunyddiau gan ddangos peth ymwybyddiaeth fathemategol.	<input type="checkbox"/>	<input type="checkbox"/>	132
2	Mae'n trefnu neu'n paru gwrthrychau ac yn siarad am drefnu.	<input type="checkbox"/>	<input type="checkbox"/>	133
3	Mae'n disgrifio siapau mewn modelau, lluniau a phatrymau syml.	<input type="checkbox"/>	<input type="checkbox"/>	134
4	Mae'n siarad am batrymau syml, yn eu hadnabod a'u hail-greu.	<input type="checkbox"/>	<input type="checkbox"/>	135
5	Mae'n defnyddio geiriau bob dydd i ddisgrifio safle.	<input type="checkbox"/>	<input type="checkbox"/>	136
6	Mae'n defnyddio iaith fel 'cylch' neu 'mwy' i ddisgrifio siâp a maint solidau a siapau gwastad.	<input type="checkbox"/>	<input type="checkbox"/>	137
7	Mae'n defnyddio iaith fel 'mwy', 'llai', 'trymach', neu 'ysgafnach' i gymharu meintiau.	<input type="checkbox"/>	<input type="checkbox"/>	138
8	Mae'n defnyddio syniadau a dulliau mathemategol datblygol i ddatrys problemau ymarferol.	<input type="checkbox"/>	<input type="checkbox"/>	139
9	Mae'n defnyddio iaith fathemategol i ddisgrifio gwrthrychau solid (3D) a siapau gwastad (2D).	<input type="checkbox"/>	<input type="checkbox"/>	140

4. GWYBODAETH A DEALLTWRIAETH O'R BYD

Yn y maes dysgu hwn mae plant yn datblygu'r wybodaeth, y sgiliau a'r ddealltwriaeth hanfodol sy'n eu helpu i wneud synnwyr o'r byd.

		Ydy 1	Nac Ydy 2	
1	Mae'n dangos chwilfrydedd a diddordeb drwy archwilio'r hyn sydd o'i gwmpas.	<input type="checkbox"/>	<input type="checkbox"/>	141
2	Mae'n gwylio, yn dewis ac yn trin gwrthrychau a deunyddiau. Mae'n adnabod nodweddion syml a digwyddiadau personol arwyddocaol.	<input type="checkbox"/>	<input type="checkbox"/>	142
3	Mae'n adnabod tebygrwydd a gwahaniaethau amlwg wrth archwilio ac arsylwi. Mae'n creu mewn ffordd bwrpasol, gan ddefnyddio offer a thechnegau syml.	<input type="checkbox"/>	<input type="checkbox"/>	143
4	Mae'n ymchwilio i fannau, gwrthrychau, deunyddiau a phethau byw drwy ddefnyddio'r holl sefyllfaoedd fel sy'n briodol. Mae'n adnabod rhai nodweddion ac yn siarad am nodweddion y mae'n ei hoffi a'r rhai nad yw'n ei hoffi.	<input type="checkbox"/>	<input type="checkbox"/>	144
5	Mae'n holi pam y mae pethau'n digwydd a sut y mae pethau'n gweithio. Mae'n edrych yn agos ar debygrwydd, gwahaniaethau, patrymau a newidiadau.	<input type="checkbox"/>	<input type="checkbox"/>	145
6	Mae'n darganfod digwyddiadau presennol a gorffennol yn ei fywyd ei hun, ac ym mywydau aelodau teulu a phobl eraill mae'n eu hadnabod. Mae'n dechrau gwybod am ei ddiwylliant a'i gredoau ei hun a phobl eraill.	<input type="checkbox"/>	<input type="checkbox"/>	146
7	Mae'n darganfod defnyddiau technegau bob dydd ac yn defnyddio technoleg gwybodaeth a chyfathrebu a theganau rhaglenadwy i gefnogi dysgu.	<input type="checkbox"/>	<input type="checkbox"/>	147
8	Mae'n adeiladu ac yn creu gydag ystod eang o wrthrychau, gan ddewis adnoddau, offer a thechnegau priodol, ac yn addasu ei waith/ei gwaith pan fo angen.	<input type="checkbox"/>	<input type="checkbox"/>	148
9	Mae'n cyfathrebu cynlluniau syml ar gyfer ymchwiliadau a lluniadau ac yn gwneud cofnodion a gwerthusiadau syml o'i waith/ei gwaith. Mae'n adnabod ac yn enwi nodweddion a phriodweddau allweddol, weithiau'n cysylltu gwahanol brofiadau, arsylwadau a digwyddiadau. Mae'n dechrau archwilio beth mae'n ei olygu i berthyn i amrywiaeth o grwpiau a chymunedau.	<input type="checkbox"/>	<input type="checkbox"/>	149

5. DATBLYGIAD CORFFOROL

Mae'r maes dysgu hwn yn ymwneud â gwella sgiliau cydsymud, rheolaeth, trin a thrafod a symud. Mae hefyd yn helpu plant i fagu hyder yn yr hyn y gallant ei wneud ac yn eu galluogi i deimlo'r manteision cadarnhaol a ddaw o fod yn iachus ac yn weithgar.

		Ydy 1	Nac Ydy 2	
1	Mae'n symud yn ddigymell, gan ddangos peth rheolaeth a chydsymudiad.	<input type="checkbox"/>	<input type="checkbox"/>	150
2	Mae'n symud yn hyderus mewn sawl ffordd, gan ddangos peth ymwybyddiaeth am ofod.	<input type="checkbox"/>	<input type="checkbox"/>	151
3	Mae fel arfer yn dangos rheolaeth briodol mewn symudiadau mawr a bach.	<input type="checkbox"/>	<input type="checkbox"/>	152
4	Mae'n symud yn hyderus, yn ddychmygus ac yn ddiogel. Mae'n teithio o amgylch, o dan, dros a thrwy offer cydbwysedd a dringo. Mae'n dangos ymwybyddiaeth am ofod ei hun ac eraill.	<input type="checkbox"/>	<input type="checkbox"/>	153
5	Mae'n dangos rheolaeth a chydsymudiad echddygol manwl.	<input type="checkbox"/>	<input type="checkbox"/>	154
6	Mae'n defnyddio offer bach a mawr, gan ddangos ystod o sgiliau sylfaenol.	<input type="checkbox"/>	<input type="checkbox"/>	155
7	Mae'n trafod offer, gwrthrychau, deunyddiau creu a hydrin yn ddiogel gyda rheolaeth sylfaenol.	<input type="checkbox"/>	<input type="checkbox"/>	156
8	Mae'n cydnabod pwysigrwydd cadw'n iachus a'r pethau hynny sy'n cyfrannu at hyn. Mae'n cydnabod y newidiadau sy'n digwydd i'w gorff/ei chorff pan yn weithgar.	<input type="checkbox"/>	<input type="checkbox"/>	157
9	Mae'n ailadrodd, yn cysylltu ac yn addasu symudiadau syml, weithiau'n rhoi sylwadau am ei waith/ei gwaith. Mae'n dangos cydsymudiad a rheolaeth mewn symudiadau mawr a bach, ac wrth ddefnyddio ystod o offer a chyfarpar.	<input type="checkbox"/>	<input type="checkbox"/>	158

6. DATBLYGIAD CREADIGOL

Mae'r maes dysgu hwn yn cynnwys celf, cerddoriaeth, dawns, chwarae rôl a chwarae dychmygus.

		Ydy 1	Nac Ydy 2	
1	Mae'n archwilio gwahanol gyfryngau ac yn ymateb i amrywiaeth o brofiadau synhwyrdd. Mae'n ymgymryd â chwarae cynrychiadol.	<input type="checkbox"/>	<input type="checkbox"/>	159
2	Mae'n creu cynrychiolaeth seml o ddigwyddiadau, pobl a gwrthrychau ac yn ymgymryd â gwneud cerddoriaeth.	<input type="checkbox"/>	<input type="checkbox"/>	160
3	Mae'n ceisio cyfleu profiadau drwy ddefnyddio amrywiaeth o wahanol gyfryngau.	<input type="checkbox"/>	<input type="checkbox"/>	161
4	Mae'n canu caneuon syml o'r cof.	<input type="checkbox"/>	<input type="checkbox"/>	162
5	Mae'n archwilio lliw, gwead, siâp, ffurf a gofod mewn dau neu dri dimensiwn.	<input type="checkbox"/>	<input type="checkbox"/>	163
6	Mae'n cydnabod ac yn archwilio sut y gellir newid seiniau. Mae'n adnabod seiniau a ailadroddir a phatrymau sain ac yn cydweddu symudiadau â cherddoriaeth.	<input type="checkbox"/>	<input type="checkbox"/>	164
7	Mae'n defnyddio dychmyg mewn celf a dylunio, cerddoriaeth, dawns, chwarae dychmygus a chwarae rôl, a straeon. Mae'n ymateb mewn amryw ffyrdd i'r hyn y mae'n ei weld, clywed, arogl, cyffwrdd a theimlo.	<input type="checkbox"/>	<input type="checkbox"/>	165
8	Mae'n mynegi ac yn cyfathrebu syniadau, meddyliau a theimladau drwy ddefnyddio ystod o ddeunyddiau, offer addas, chwarae dychmygus a chwarae rôl, symudiad, dylunio a gwneuthur, ac amrywiaeth o ganeuon ac offerynnau cerdd.	<input type="checkbox"/>	<input type="checkbox"/>	166
9	Mae'n mynegi teimladau a hoffterau mewn ymateb i waith celf, drama, a cherddoriaeth ac yn gwneud rhai cymariaethau a chysylltiadau rhwng gwahanol ddarnau. Mae'n ymateb i'w waith ei hun a gwaith eraill wrth archwilio a chyfathrebu syniadau, teimladau a hoffterau drwy gelf, cerddoriaeth, dawns, chwarae rôl a chwarae dychmygus.	<input type="checkbox"/>	<input type="checkbox"/>	167

Diolch yn fawr iawn am roi o'ch amser i ateb ein cwestiynau. Cwblhewch y manylion isod a dychwelyd eich holiadur yn yr amlen barod a ddarperir.

1 P'un o'r canlynol sy'n disgrifio gallu'r plentyn yn Gymraeg orau:

168

- Rhugl yn Gymraeg ☐ 1
- Gall siarad lawer o Gymraeg ☐ 2
- Gall siarad ychydig Gymraeg ☐ 3
- Gall ddweud dim ond ychydig eiriau yn Gymraeg ☐ 4
- Nid yw'n siarad Cymraeg ☐ 5
- Ddim yn gwybod ☐ 6

SP169

2 Nodwch ym mha iaith y caiff y plentyn ei addysg.

170-171

- Cymraeg yn unig ☐ 01
- Cymraeg yn bennaf ☐ 02
- Yr un faint o Gymraeg a Saesneg yn fras ☐ 03
- Saesneg yn bennaf ☐ 04
- Saesneg yn unig ☐ 05
- Arall (nodwch) ☐ 06

Eich enw	Dyddiad cwblhau
	<input type="text"/>

172-231

232-239

Enw'r ysgol
<input type="text"/>

240-399

Bydd eich holl atebion yn parhau'n gyfrinachol.
Ffoniwch **Rhadffôn 0800 783 5890** os oes gennych unrhyw ymholiad.

A13. First reminder letter: Scotland and Northern Ireland

<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

**Child of the New Century
 Age 5 Survey**

Name of child: <Child's first name> <Child's surname>

A few weeks ago I invited you to take part in the 'Child of the New Century' – an important national survey which is exploring what it is like to grow up in the 21st century. The latest stage of the survey is taking part while the Children of the New Century are aged 5 and have started school. We have invited you to take part as you taught the child named above during their first year of compulsory schooling.

We have not yet received your completed questionnaire. It is very important that we receive as many completed questionnaires as possible so that we can get a complete picture of the child's life. We would be very grateful if you would complete the questionnaire as soon as possible and return it to us. If you require another copy, please call Freephone 0800 783 5890.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

If you have already returned the questionnaire to us in the last few days, please accept our thanks, and we apologise for writing to you again.

Thank you very much for your help with this important survey.

With kind regards,

A handwritten signature in black ink that reads 'Heather Joshi'.

Professor Heather Joshi, OBE
 Study Director

TR1 / SNI

A14. First reminder letter: Wales



Child of the new Century



NatCen
National Centre for Social Research

<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

**Child of the New Century
Age 5 Survey**

Name of child: <Child's first name> <Child's surname>

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Thank you very much for your help with this important survey.

With kind regards,



Professor Heather Joshi, OBE
Study Director

TR1 / W

Note: this was a two-sided letter with English on one side and Welsh on the other.



<Teitl> <Enw cyntaf> <Cyfenw>
 <Enw'r ysgol>
 <Cyfeiriad1>
 <Cyfeiriad2>
 <Cyfeiriad3>
 <Cod post>

<Dyddiad>

Ein cyf: <Rhif Cyfresol>

Annwyl <Teitl> <Cyfenw>

**Plentyn y Ganrif Newydd
 Arolwg 5 Oed**

Enw'r plentyn: <Enw cyntaf y plentyn> <Cyfenw'r plentyn>

Cawsoch wahoddiad gennym, rai wythnosau yn ôl, i gymryd rhan yn 'Plentyn y Ganrif Newydd' - sef arolwg cenedlaethol pwysig sy'n archwilio sut beth yw tyfu i fyny yn yr 21^{ain} ganrif. Mae cyfnod diweddaraf yr arolwg yn digwydd pan fo Plant y Ganrif Newydd yn 5 oed ac wedi dechrau'r ysgol. Cawsoch wahoddiad gennym i gymryd rhan gan eich bod wedi addysgu'r plentyn a enwir uchod yn ystod ei flwyddyn/ei blwyddyn gyntaf mewn addysg orfodol.

Ni chawsom eich holiadur wedi'i llenwi hyd yma. Mae'n bwysig iawn i ni gael cynifer o holiaduron wedi'u llenwi â phosibl er mwyn cael darlun cyflawn o fywyd y plentyn. Byddwn yn ddiolchgar iawn pe byddech chi'n llenwi'r holiadur cyn gynted â phosibl a'i ddychwelyd inni. Os hoffech gopi arall, ffoniwch Radffôn 0800 783 5890.

Caiiff eich atebion eu trin yn hollol gyfrinachol yn unol â'r Ddeddf Diogelu Data. Caiiff y wybodaeth a ddarparwch ei defnyddio dim ond i gynhyrchu proffil o fywyd yn y DU heddiw, ac ni chaiff ei rhyddhau mewn unrhyw ffordd sy'n galluogi eich adnabod.

Yn y cyfamser, os oes gennych unrhyw gwestiynau neu os hoffech wybodaeth bellach am yr astudiaeth ffoniwch y rhif Radffôn a nodir uchod.

Os ydych wedi dychwelyd yr holiadur inni eisoes yn yr ychydig ddiwrnodau diwethaf, hoffem ddiolch ichi, ac ymddiheuro am ysgrifennu atoch eto.


Diolch yn fawr iawn am eich cymorth gyda'r arolwg pwysig hwn.

Gyda chofion cynnes,

Yr Athro Heather Joshi, OBE
 Cyfarwyddwr yr Astudiaeth

TR1/W

A15. Address Record Form for second reminder

 NatCen <small>National Centre for Social Research</small>		Head Office 35 Northampton Square London EC1V 0AX A company limited by guarantee, Registered in England No. 4392418, Charity No. 1091768		Operations Department Kings House, 101 - 135 Kings Road, Brentwood Essex CM14 4LX Telephone 01277 200 600 Fax 01277 214 117	
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P2533	CHILD OF THE NEW CENTURY <small>AGE 5 SURVEY</small> ADDRESS RECORD FORM (ARF) TEACHER SURVEY	A	SLOT NAME: <input style="width: 80%;" type="text"/>	
			TRIP: <input style="width: 80%;" type="text"/>	
			FINAL OUTCOME: <input style="width: 80%;" type="text"/>	

GREEN TEAM										
NAME AND ADDRESS LABEL <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>			Interviewer name <input style="width: 100%;" type="text"/> Interviewer number <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>							
			NOTES <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>							

Call No.	Date DD/MM	Day of week	Call Start Time 24hr Clock	TELEPHONE CALLS RECORD <small>Record all telephone calls, even if no reply</small>
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	
11	/		:	
12	/		:	

Call Status codes: 1=No Reply, 2=Contact Made, 3=Appointment Made, 5=Any Other Status
--

1

A. Contacting the teacher			
A1	Were you able to make contact with the school using the telephone number on the front of the ARF?		
	Yes	A	Go to A2
	No	B	Go to B1
A2	Does the named teacher still work at this school?		
	Yes	A	Go to A3
	No	B	Go to B2
A3	Were you able to speak to the named teacher?		
	Yes	A	Go to A4
	No	B	Go to B3
A4	Did the named teacher receive the questionnaire?		
	Yes	A	Go to A5
	Yes, but has lost it/ requested replacement	B	Go to B4
	No	C	
	Don't know	D	
A5	Have they returned the questionnaire to us already?		
	Yes	A	Return to Green Team
	No	B	Go to A6
A6	Is the named teacher willing to complete and return the questionnaire?		
	Yes	A	Go to A7
	No	B	
A7	Would the teacher like to complete the questionnaire over the telephone?		
	Yes	A	Go to A8
	No	B	Return to Green Team
	Refusal by named teacher (include refusal during survey introduction)	44	Go to B6
A8	Record details of appointment		
	Day: _____ Date __ __ / __ __ / __ __ Time __ __ : __ __		
A9	If questionnaire administered over telephone, record final outcome code		
	Productive	02	Return ARF to Green Team
	Unproductive	B	Go to B5

B. Outcomes				
B1	Code reason why you were unable to make contact with school using telephone number on front of ARF			
	Anonymous call bar	47	Go to B6	
	Disconnected / unobtainable	52		
	Line always busy	49		
	Always fax / modem / data line / pager	50		
	Always ringing, not answered (no answering machine)	48		
	Other telephone problems	51		
	School moved, no info available on new address / telephone number	43		
	School has closed (permanent)	41		
	NOT ELIGIBLE – Secondary school or college	53		
B2	Code reason why teacher no longer at school			
	Left school – new contact details provided	26	Record new details at B4	
	Left school – new contact details NOT provided	27	Go to B6	
	Named teacher has never worked at this school	28		
	Retired	25		
	Died	37		
B3	Code reason why unable to speak to named teacher			
	No contact after minimum of 12 calls (different times & days of week)	42	Go to B6	
	Refusal by reception / secretary	46		
	Named teacher ill during survey period	56		
	Named teacher away during survey period	58		
	Other (please specify)	57		
B4	<ul style="list-style-type: none"> If a replacement questionnaire is needed, check school name and address with teacher & make any corrections below. If new contact details given for teacher, enter these below. 			
	Name of School:			
	Address:			
			
	Postcode:..... LEA (if known)			
	Phone no (inc. area code)			
			
	Return ARF to Green Team			
	B5	Code reason for unproductive		
		Refusal by named teacher during interview	55	Go to B6
Broken appointment (more than 2), no re-contact with teacher		45		
Welsh interviewer requested		54		
Other (please specify)		59		
.....				

B6	<p><i>If unproductive, please give full details.</i> In particular, for refusals and other non-response, please give details of everyone you spoke to and where possible their job title.</p> <p style="text-align: right;">Return ARF to Green Team</p>
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A16. Third reminder letter version 1: Scotland and Northern Ireland



Child of the new Century



NatCen
National Centre for Social Research

<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

**Child of the New Century
Age 5 Survey**

Name of child: <Child's first name> <Child's surname>

About three months ago I invited you to take part in the 'Child of the New Century' – an important national study which is exploring what it is like to grow up in the 21st century. We have invited you to take part as you taught the child named above during their first year of compulsory schooling.

It is very important that we receive as many completed questionnaires as possible so that we can get a complete picture of the child's life. We are contacting you again to ask for your co-operation.

We have not yet received your completed questionnaire. We would be very grateful if you would complete and return it to us as soon as possible. If you require another copy, please call Freephone 0800 783 5890.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you or the child to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

If you have already returned the questionnaire in the last few days, please accept our thanks, and we apologise for writing to you again.

Thank you very much for your help with this important study.

With kind regards,



Professor Heather Joshi, OBE
Study Director

TR3-NQ/SNI

A17. Third reminder letter version 2: Scotland and Northern Ireland



Child of the new Century



NatCen
National Centre for Social Research

<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

**Child of the New Century
Age 5 Survey**

Name of child: <Child's first name> <Child's surname>

About three months ago I invited you to take part in the 'Child of the New Century' – an important national study which is exploring what it is like to grow up in the 21st century. We have invited you to take part as you taught the child named above during their first year of compulsory schooling.

We are contacting you again to ask for your co-operation. We have not yet received your completed questionnaire, and are therefore enclosing a fresh copy in case the first has been mislaid or is not to hand. Please complete the questionnaire, and return it to us in the envelope provided. It is very important that we receive as many completed questionnaires as possible so that we can get a complete picture of the child's life.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you or the child to be identified.

In the meantime, if you have any questions or would like further information about the study please call Freephone 0800 783 5890.

If you have already returned the questionnaire in the last few days, please accept our thanks, and we apologise for writing to you again.

Thank you very much for your help with this important study.


With kind regards,



Professor Heather Joshi, OBE
Study Director

TR3-Q/SNI

A18. Third reminder letter version 1: Wales



Child of the new Century



NatCen
National Centre for Social Research

<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

**Child of the New Century
Age 5 Survey**

Name of child: <Child's first name> <Child's surname>

A few weeks ago I invited you to take part in the 'Child of the New Century' – an important national survey which is exploring what it is like to grow up in the 21st century. The latest stage of the survey is taking part while the Children of the New Century are aged 5 and have started school. We have invited you to take part as you taught the child named above during their first year of compulsory schooling.

We have not yet received your completed questionnaire. It is very important that we receive as many completed questionnaires as possible so that we can get a complete picture of the child's life. We would be very grateful if you would complete the questionnaire as soon as possible and return it to us. If you require another copy, please call Freephone 0800 783 5890.


Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

If you have already returned the questionnaire to us in the last few days, please accept our thanks, and we apologise for writing to you again.

Thank you very much for your help with this important survey.

With kind regards,



Professor Heather Joshi, OBE
Study Director

TR1 / W

Note: this was a two-sided letter with English on one side and Welsh on the other.



<Teitl> <Enw cyntaf> <Cyfenw>
 <Enw'r ysgol>
 <Cyfeiriad1>
 <Cyfeiriad2>
 <Cyfeiriad3>
 <Cod post>

<Dyddiad>

Ein cyf: <Rhif Cyfresol>

Annwyl <Teitl> <Cyfenw>

**Plentyn y Ganrif Newydd
 Arolwg 5 Oed**

Enw'r plentyn: <Enw cyntaf y plentyn> <Cyfenw'r plentyn>

Tua thri mis yn ôl, fe'ch gwahoddais i gymryd rhan yn 'Plentyn y Ganrif Newydd' – astudiaeth genedlaethol bwysig yn archwilio sut beth yw prifio yn yr 21^{ain} Ganrif. Rydym wedi'ch gwahodd chi i gymryd rhan oherwydd ichi ddysgu'r plentyn sydd wedi'i enwi uchod yn ystod blwyddyn gyntaf ei addysg orfodol.

Mae'n bwysig iawn ein bod yn derbyn cymaint â phosibl o holiaduron wedi'u cwblhau fel bod modd inni gael golwg gyflawn ar fywyd y plentyn. Rydym yn cysylltu â chi eto i ofyn am eich cydweithrediad.

Nid ydym eto wedi cael holiadur wedi'i gwblhau gennych. Byddem yn ddiolchgar iawn pe gallech ei gwblhau a'i ddychwelyd inni cyn gynted â phosibl. Os oes angen copi arall arnoch, ffoniwch Rhadffon 0800 783 5890.

Caiff eich atebion eu trin yn gwbl gyfrinachol yn unol â'r Ddeddf Gwarchod Data. Caiff yr wybodaeth a rowch ei defnyddio'n unig i greu portread o fywyd yn y DU heddiw, ac ni ryddheir mohoni mewn unrhyw ffordd sy'n ei gwneud yn bosibl eich adnabod chi na'r plentyn.

Yn y cyfamser, os oes gennych unrhyw gwestiynau neu os hoffech gael manylion pellach am yr astudiaeth ffoniwch y rhif Rhadffon uchod.

Os ydych eisoed wedi dychwelyd yr holiadur yn ystod y diwrnodau diwethaf, derbyniwch ein diolchiadau ac ymddiheurwn am ysgrifennu atoch eto.

Diolch yn fawr iawn am eich cymorth gyda'r astudiaeth bwysig hon.

Gyda chofion caredig,

Yr Athro Heather Joshi, OBE
 Cyfarwyddwraig yr Astudiaeth

TR3-NQ/W

A19. Third reminder letter version 2: Wales



Child of the new Century



NatCen
National Centre for Social Research

<Title> <Forename> <Surname>
 <School_name>
 <Address1>
 <Address2>
 <Address3>
 <Postcode>

<Date>

Our ref: <SerialNo>

Dear <Title> <Surname>

**Child of the New Century
Age 5 Survey**

Name of child: <Child's first name> <Child's surname>

A few weeks ago I invited you to take part in the 'Child of the New Century' – an important national survey which is exploring what it is like to grow up in the 21st century. The latest stage of the survey is taking part while the Children of the New Century are aged 5 and have started school. We have invited you to take part as you taught the child named above during their first year of compulsory schooling.

We have not yet received your completed questionnaire. It is very important that we receive as many completed questionnaires as possible so that we can get a complete picture of the child's life. We would be very grateful if you would complete the questionnaire as soon as possible and return it to us. If you require another copy, please call Freephone 0800 783 5890.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

If you have already returned the questionnaire to us in the last few days, please accept our thanks, and we apologise for writing to you again.

Thank you very much for your help with this important survey.

With kind regards,



Professor Heather Joshi, OBE
Study Director

TR1 / W

Note: this was a two-sided letter with English on one side and Welsh on the other.



<Teitl> <Enw cyntaf> <Cyfenw>
 <Enw'r ysgol>
 <Cyfeiriad1>
 <Cyfeiriad2>
 <Cyfeiriad3>
 <Cod post>

<Dyddiad>

Ein cyf: <Rhif Cyfresol>

Annwyl <Teitl> <Cyfenw>

**Plentyn y Ganrif Newydd
 Arolwg 5 Oed**

Enw'r plentyn: <Enw cyntaf y plentyn> <Cyfenw'r plentyn>

Tua thri mis yn ôl, fe'ch gwahoddais i gymryd rhan yn 'Plentyn y Ganrif Newydd' – astudiaeth genedlaethol bwysig yn archwilio sut beth yw prifio yn yr 21^{ain} Ganrif. Rydym wedi'ch gwahodd chi i gymryd rhan oherwydd ichi ddysgu'r plentyn sydd wedi'i enwi uchod yn ystod blwyddyn gyntaf ei addysg orfodol.

Rydym yn cysylltu â chi eto i ofyn am eich cydweithrediad. Nid ydym eto wedi cael holiadur wedi'i gwblhau gennych, ac felly dyma ni'n amgáu copi arall rhag ofn bod yr un cyntaf wedi mynd ar goll neu heb fod wrth law. Byddwch cystal â chwblhau'r holiadur a'i ddychwelyd inni yn yr amlen a ddarparwyd. Mae'n bwysig iawn ein bod yn derbyn cymaint â phosibl o holiaduron wedi'u cwblhau fel bod modd inni gael golwg gyflawn ar fywyd y plentyn.

Caiff eich atebion eu trin yn gwbl gyfrinachol yn unol â'r Ddeddf Gwarchod Data. Caiff yr wybodaeth a rowch ei defnyddio'n unig i greu portread o fywyd yn y DU heddiw, ac ni ryddheir mohoni mewn unrhyw ffordd sy'n ei gwneud yn bosibl eich adnabod chi na'r plentyn.

Yn y cyfamser, os oes gennych unrhyw gwestiynau neu os hoffech gael manylion pellach am yr astudiaeth ffoniwch Rhadffon 0800 783 5890.

Os ydych eisoes wedi dychwelyd yr holiadur yn ystod y diwrnodau diwethaf, derbyniwch ein diolchiadau ac ymddiheurwn am ysgrifennu atoch eto.

Diolch yn fawr iawn am eich cymorth gyda'r astudiaeth bwysig hon.

Gyda chofion caredig,

Yr Athro Heather Joshi, OBEA
 Cyfarwyddwraig yr Astudiaeth

TR3-Q/W

A20. Editing and coding instructions

Question number	Column	Instruction
Serial number	001-009	
Check letter	010	
CM number	011	
Point	012-015	
Card Number=2	016	
Mailing	017-018	
Version=1	019	Check that the questionnaire has been sent to the right country
DOB	020-027	
SEX	028	
BATCH	029-033	
	034-050	Blank
1:A1 – 1:A9	051-059	Single code only Blanks should be coded as 9 “Not answered”
1:B1 – 1:B9	060-068	Single code only Blanks should be coded as 9 “Not answered”
1:C1 – 1:C9	069-077	Single code only Blanks should be coded as 9 “Not answered”
2:A1 – 2:A9	078-086	Single code only Blanks should be coded as 9 “Not answered”
2:B1 – 2:B9	087-095	Single code only Blanks should be coded as 9 “Not answered”
2:C1 – 2:C9	096-104	Single code only Blanks should be coded as 9 “Not answered”
2:D1 – 2:D9	105-113	Single code only Blanks should be coded as 9 “Not answered”
3:A1 – 3:A9	114-122	Single code only Blanks should be coded as 9 “Not answered”
3:B1 – 3:B9	123-131	Single code only Blanks should be coded as 9 “Not answered”
3:C1 – 3:C9	132-140	Single code only Blanks should be coded as 9 “Not answered”
4.1 – 4.9	141-149	Single code only Blanks should be coded as 9 “Not answered”
5.1 – 5.9	150-158	Single code only Blanks should be coded as 9 “Not answered”
6.1 – 6.9	159-167	Single code only Blanks should be coded as 9 “Not answered”
	168-171	Blank
Your name (page 16)	172-231	Compare teacher name against name supplied on sample file. <ul style="list-style-type: none"> It is acceptable if the names differ slightly e.g. if the teacher title has been updated (from Miss to Mrs) or if the teacher forename has been updated (from Miss J Smith to Mrs Jane Smith) or if the surname has been updated (e.g. Miss J Smith to Miss J Smyth) Flag the case if the details recorded on the questionnaire and the sample file differ significantly.

		Blanks should be coded as 9 "Not answered"
Date of Completion (page 16)	232-239	Run range check on day, year and month. If date is before 24/10/2006, then check the date entered on the actual questionnaire and correct if possible. Blanks should be coded as 9 "Not answered"
Name of school (page 16)	240-399	Compare the recorded school name against name supplied on sample file. <ul style="list-style-type: none"> • It is acceptable if the school name recorded on the questionnaire and the sample file differ slightly e.g. Middleton Junior School and Myddleton Junior School • Flag the case if the details recorded on the questionnaire and the sample file differ significantly. Blanks should be coded as 9 "Not answered"