

## Appendix A: Literature Search



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#	Query	Limiters/Expanders	Last Run Via	Results
S15	S3 AND S4	Narrow by SubjectMajor: - school transition Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	17
S14	S2 AND S4	Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S13	S2 AND S3	Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	13
S12	S1 AND S4	Narrow by SubjectMajor: - school transition Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S11	S1 AND S3	Narrow by SubjectMajor: - school transition	Interface - EBSCOhost Research Databases	66

		Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	
S10	S1 AND S2	Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	41
S9	S2 AND S3 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S8	S1 AND S3 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	86
S7	S1 AND S2 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S6	S1 AND S2 AND S3			12

		Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	
S5	S1 AND S2 AND S3 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	3
S4	AB Readiness OR AB Ready OR AB Start* OR AB Prepared*	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by SubjectAge: - childhood (birth-12 yrs) Narrow by Language: - english Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	1,644
S3	AB Transition* OR AB Transfer*	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by SubjectAge: - childhood (birth-12 yrs) Narrow by Language: - english	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	1,740

		Search modes - Boolean/Phrase		
S2	AB Pupil perspective* OR AB Pupil experience* OR AB Pupil voice* OR AB Pupil view* OR AB Student perspective* OR AB Student experience* OR AB Student voice* OR AB Student view*	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by Language: - english Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	181
S1	AB Secondary school OR AB Secondary education OR AB High school	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by Language: - english Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	2,328

## Appendix B: Articles rejected from the systematic literature review

- The focus is other perspective
- The focus is other age
- The focus is education
- The focus is behaviour
- The focus is health
- The focus of other types of transition
- The focus is on intervention
- The focus is on policy or systems
- Questionnaire/Survey based

	Article (N=192)	Reason for exclusion
1.	Adams, Ryan E.; Bukowski, William M.; Bagwell, Catherine; International Journal of Behavioral Development, Vol 29(2), Mar, 2005 pp. 139-145. Stability of aggression during early adolescence as moderated by reciprocated friendship status and friend's aggression.	Other focus : Behaviour
2.	Adekola, Josephine; Dale, Vicki H. M.; Gardiner, Kerr. Research in Learning Technology, 2017, Vol. 25, p1-16, 16p; DOI: 10.25304/rlt.v25.1973, Database: Education Source Development of an institutional framework to guide transitions into enhanced blended learning in higher education.	Other age
3.	Aikins, Julie Wargo; Bierman, Karen L.; Parker, Jeffrey G.; Social Development, Vol 14(1), 2005 pp. 42-60. Publisher: Blackwell Publishing; [Journal Article], Database: PsycINFO Navigating the Transition to Junior High School: The Influence of Pre-Transition Friendship and Self-System Characteristics.	Questionnaire/ survey based
4.	Akos, Patrick; Galassi, John P.; Professional School Counseling, Vol 7(4), Apr, 2004 pp. 212-221. Middle and High School Transitions as Viewed by Students, Parents, and Teachers.	Questionnaire /survey based
5.	Akos, Patrick; Galassi, John P.; The Journal of Educational Research, Vol 98(2), Nov-Dec, 2004 pp. 102-108. Gender and race as variables in psychosocial adjustment to middle and high school.	Questionnaire /survey based
6.	Anderson, Angelika; Thomas, David R.; Moore, Dennis W.; Kool, Bridget; Learning Environments Research, Vol 11(3), Oct, 2008 pp. 245-256. Improvements in school climate associated with enhanced health and welfare services for students.	Other focus: Health
7.	An, Brian. Research in Higher Education, Jun2013, Vol. 54 Issue 4, p407-432, 26p, 5 Charts; DOI: 10.1007/s11162-012-9278-z, Database: Education Source The Influence of Dual Enrollment on Academic Performance and College Readiness: Differences by Socioeconomic Status.	Other age
8.	Alfeld, Corinne; Hansen, David M.; Aragon, Steven R.; Stone, James R.. Career & Technical Education Research, 2006, Vol. 31 Issue 3, p121-155, 35p, Database: Education Source Inside the Black Box: Exploring the Value Added by Career and Technical Student Organizations to Students' High School Experience.	Other Focus: Education
9.	Armstrong, Sonya L.; Stahl, Norman A.; Kantner, M. Joanne. Journal of Developmental Education, Winter2015, Vol. 38 Issue 2, p2-23, 9p, Database: Education Source Investigating Academic Literacy Expectations: A Curriculum Audit Model.	Other age
10.	Bailey, S. & Baines, Ed; Educational and Child Psychology, Vol 29(1), Mar, 2012 pp. 47-63. UK study The impact of risk and resiliency factors on the adjustment of children after the transition from primary to secondary school.	Questionnaire /survey based
11.	Barone, Thomas N.; Journal of Moral Education, Vol 33(2), Jun, 2004 pp. 179-196. Moral dimensions of teacher-student interactions in Malaysian secondary schools.	Other Focus: Education
12.	Baughner, Robin; Nichols, Joe. Education, Winter2008, Vol. 129 Issue 2, p216-223, 8p, Database: Education Source Conducting a Rural School District Transition Fair: Successes and Challenges for Students with Disabilities.	Other age
13.	Bergey, Bradley W.; Cromley, Jennifer G.; Kirchgessner, Mandy L.; Newcombe, Nora S.. British Journal of Educational Psychology, Mar2015, Vol. 85 Issue 1, p59-74, 16p, 2 Charts, 1 Graph; DOI: 10.1111/bjep.12062, Database: Education Source Using diagrams versus text for spaced restudy: Effects on learning in 10th grade biology classes.	Other Focus: Education
14.	Bloyce, Jackie; Frederickson, Norah; Educational Psychology in Practice, Vol 28(1), Mar, 2012 pp. 1-18. Intervening to improve the transfer to secondary school.	Intervention
15.	Bourke, Roseanna; Cambridge Journal of Education, Vol 46(1), Jan, 2016 pp. 97-111. Liberating the learner through self-assessment.	Other focus: Education
16.	Bowes, Lucy; Maughan, Barbara; Ball, Harriet; Shakoor, Sania; Ouellet-Morin, Isabelle; Caspi, Avshalom; Moffitt, Terrie E.; Arseneault, Louise; Development and Psychopathology, Vol 25(2), May, 2013 pp. 333-346.	Other focus: Transition

	Chronic bullying victimization across school transitions: The role of genetic and environmental influences.	
17.	Bozick, Robert; DeLuca, Stefanie; <i>Social Forces</i> , Vol 84(1), Sep, 2005 pp. 531-554. Publisher: University of North Carolina Press; [Journal Article], Database: PsycINFO Better Late Than Never? Delayed Enrollment in the High School to College Transition.	Other age
18.	Bramston, Paul; Patrick, Jeff; <i>The Australian Journal of Rural Health</i> , Vol 15(4), Aug, 2007 pp. 247-251. Rural adolescents experiencing an urban transition.	Other focus: Transition
19.	Braund, Martin; <i>British Educational Research Journal</i> , Vol 33(6), Dec, 2007 pp. 905-926. 'Bridging work' and its role in improving progression and continuity: An example from science education.	Intervention
20.	Braund, M. & Driver, M. <i>Educational Research</i> , Vol 47(1), Mar, 2005 pp. 77-91. Pupils' perceptions of practical science in primary and secondary school: Implications for improving progression and continuity of learning.	Other focus: Education
21.	Brinkworth, Russell; McCann, Ben; Matthews, Carol; Nordström, Karin. <i>Higher Education</i> , August 2009, Vol. 58 Issue 2, p157-173 First year expectations and experiences: student and teacher perspectives.	Other age
22.	Bru, Edvin; Stornes, Tor; Munthe, Elaine; Thuen, Elin; <i>Scandinavian Journal of Educational Research</i> , Vol 54(6), Dec, 2010 pp. 519-533 Students' perceptions of teacher support across the transition from primary to secondary school.	Other focus: Transition
23.	Caldarella, Paul; Christensen, Lynnette; Kramer, Thomas J.; Kronmiller, Kalli; <i>Early Childhood Education Journal</i> , Vol 37(1), Aug, 2009 pp. 51-56. Promoting social and emotional learning in second grade students: A study of the strong start curriculum.	Other focus: Education
24.	Cantin, Stéphane; Boivin, Michel; <i>International Journal of Behavioral Development</i> , Vol 28(6), Nov, 2004 pp. 561-570. Publisher: Taylor & Francis; [Journal Article], Database: PsycINFO Change and stability in children's social network and self-perceptions during transition from elementary to junior high school.	Questionnaire based
25.	Cavanagh, Shannon E.; Riegler-Crumb, Catherine; Crosnoe, Robert; <i>Social Psychology Quarterly</i> , Vol 70(2), Jun, 2007 pp. 186-198. Puberty and the education of girls.	Other focus: Health
26.	Chappell, Kerry; Craft, Anna; <i>Educational Research</i> , Vol 53(3), Sep, 2011 pp. 363-385. Creative learning conversations: Producing living dialogic spaces.	Other focus: Education
27.	Choi, Kathy Y.K.; <i>Educational and Child Psychology</i> , Vol 29(3), 2012 pp. 27-37. Supporting transition from primary to secondary school using the Protective Behaviours programme.	Intervention
28.	Corbishley, Jeffrey B.; Truxaw, Mary P. <i>School Science &amp; Mathematics</i> , February 2010, Vol. 110 Issue 2, p71-85, 15p; DOI: 10.1111/j.1949-8594.2009.00011.x, Database: Education Source Mathematical Readiness of Entering College Freshmen: An Exploration of Perceptions of Mathematics Faculty.	Other age
29.	Cox, Petrina; Bamford, Gillian M.; Lau, Jennifer Y. F.; <i>Anxiety, Stress &amp; Coping: An International Journal</i> , Vol 29(4), Jul, 2016 pp. 447-456. Cognitive bias modification as a strategy to reduce children's fears and concerns about the secondary school transition.	Intervention
30.	Chan, Stephanie; Quinn, Philip; <i>British Journal of Guidance &amp; Counselling</i> , Vol 40(5), Nov, 2012 pp. 527-543. Secondary school students' views of inhibiting factors in seeking counselling.	Other focus: Education
31.	Christensen, Julie J.; Richardson, Kaitlyn. <i>Journal of Vocational Rehabilitation</i> , 2017, Vol. 46 Issue 3, p341-354, 14p, 3 Charts; DOI: 10.3233/JVR-170871, Database: Education Source Project SEARCH workshop to work: Participant reflections on the journey through career discovery.	Other age
32.	Christensen, Julie J.; Hetherington, Susan; Daston, Maryellen; Riehle, Erin. <i>Journal of Vocational Rehabilitation</i> , 2015, Vol. 42 Issue 3, p247-255, 9p, 2 Charts, 5 Graphs; DOI: 10.3233/JVR-150746, Database: Education Source Longitudinal outcomes of Project SEARCH in upstate New York.	Other age
33.	Curby, Timothy W.; Stuhlman, Megan; Grimm, Kevin; Mashburn, Andrew; Chomat-Mooney, Lia; Downer, Jason; Hamre, Bridget; Pianta, Robert C.; <i>The Elementary School Journal</i> , Vol 112(1), Sep, 2011 pp. 16-37. Within-day variability in the quality of classroom interactions during third and fifth grade.	Other focus: Education
34.	Dhondt, Pieter. <i>Paedagogica Historica</i> , Oct2008, Vol. 44 Issue 5, p587-605, 19p; DOI: 10.1080/00309230802042771, Database: Education Source Teacher training inside or outside the university: the Belgian compromise (1815-1890).	Other focus: policy/systems
35.	Dinkins, Elizabeth G.. <i>Middle Grades Research Journal</i> , Fall2014, Vol. 9 Issue 2, p75-90, 16p, 1 Chart, Database: Education Source Middle school students' perspectives of and responses to strategic revision instruction.	Other focus: Education
36.	Doane, Leah; Gress-Smith, Jenna; Breitenstein, Reagan. <i>Journal of Youth &amp; Adolescence</i> , Feb2015, Vol. 44 Issue 2, p389-404, 16p, 3 Diagrams, 2 Charts; DOI: 10.1007/s10964-014-0150-7, Database: Education Source Multi-method Assessments of Sleep over the Transition to College and the Associations with Depression and Anxiety Symptoms.	Other focus: Health
37.	Dotterer, Aryn M.; McHale, Susan M.; Crouter, Ann C.; <i>Journal of Educational Psychology</i> , Vol 101(2), May, 2009 pp. 509-519. Publisher: American Psychological Association; [Journal Article], Database: PsycINFO The development and correlates of academic interests from childhood through adolescence.	Other focus: Education
38.	Einarsdottir, Johanna; <i>Early Education and Development</i> , Vol 22(5), Sep, 2011 Special Issue: Children's rights and voices in research: Cross-national perspectives. pp. 737-756.	Other age

	Icelandic children's early education transition experiences.	
39.	Elkins, Sara R.; Fite, Paula J.; Moore, Todd M.; Lochman, John E.; Wells, Karen C.; Psychology of Addictive Behaviors, Vol 28(2), Jun, 2014 pp. 475-486. Publisher: American Psychological Association; [Journal Article], Database: PsycINFO Bidirectional effects of parenting and youth substance use during the transition to middle and high school.	Other focus: Health
40.	Eraslan, Ali; Kant, Sinem; Kuram ve Uygulamada Eğitim Bilimleri, Vol 15(3), Sum 2015 pp. 809-824. Modeling processes of 4th-year middle-school students and the difficulties encountered.	Other focus: Education
41.	Fadzil, Hidayah Mohd; Saat, Rohaida Mohd; Eurasia Journal of Mathematics, Science & Technology Education, Vol 10(3), Jun, 2014 pp. 209-218. Enhancing STEM education during school transition: Bridging the gap in science manipulative skills.	Other focus: Education
42.	Flynn, Stephen V.; Duncan, Kelly J.; Evenson, Lori L. Career Development Quarterly, Jun2013, Vol. 61 Issue 2, p124-140, 17p; DOI: 10.1002/j.2161-0045.2013.00042.x, Database: Education Source An Emergent Phenomenon of American Indian Secondary Students' Career Development Process.	Other focus: Education
43.	Francis, Grace L.; Stride, Ashley; Reed, Sascha. British Journal of Special Education, Sep2018, Vol. 45 Issue 3, p277-301, 25p, 3 Charts; DOI: 10.1111/1467-8578.12232, Database: Education Source Transition strategies and recommendations: perspectives of parents of young adults with disabilities.	Other age
44.	Franklliin, Janiice. Education in Rural Australia, 2010, Vol. 20 Issue 2, p3-16, 14p, 2 Charts, Database: Education Source Choices and chances in programs and plans for the gaining of credentials: perspectives from a small rural high school.	Other age
45.	Fyson, S. J. Journal of Community Psychology, Vol 36(4), May, 2008 pp. 452-467. Using discourse analysis and psychological sense of community to understand school transitions.	Other focus: Transition
46.	Garrison, Chlotia P.. Education, Spring2005, Vol. 125 Issue 3, p414-421, 8p, Database: Education Source Who Moves From Industry to Academia and Why: An Exploratory Survey and Analysis.	Other age
47.	Gentk-Genitty, Carolyn; Children & Schools, Vol 31(2), Apr, 2009 pp. 109-117. Publisher: Oxford University Press; Journal Article, Database: PsycINFO Best practice program for low-income African American students transitioning from middle to high school.	Questionnaire /survey based
48.	Gillies, Robyn M.; Khan, Asaduzzaman; Cambridge Journal of Education, Vol 39(1), Mar, 2009 pp. 7-27. Promoting reasoned argumentation, problem-solving and learning during small-group work.	Other focus: Education
49.	Gilmore, Gwen; British Journal of Special Education, Vol 40(3), Sep, 2013 pp. 106-113. "What's a fixed-term exclusion, Miss?" Students' perspectives on a disciplinary inclusion room in England	Other focus: Behaviour
50.	Gillison, F. Standage, M. & Skevington, S. British Journal of Educational Psychology, Vol 78(1), Mar, 2008 pp. 149-162. Changes in quality of life and psychological need satisfaction following the transition to secondary school.	Questionnaire/survey based
51.	Gonzales, Nancy A.; Wong, Jessie J.; Toomey, Russell B.; Millsap, Roger; Dumka, Larry E.; Mauricio, Anne M.; Prevention Science, Vol 15(6), Dec, 2014 pp. 929-939. Publisher: Springer; [Journal Article], Database: PsycINFO School engagement mediates long-term prevention effects for Mexican American adolescents.	Intervention
52.	Goodman, Joan F.; Hoagland, Jessica; Pierre-Toussaint, Nadel; Rodriguez, Celeste; Sanabria, Christina; American Journal of Education, Vol 117(3), May, 2011 pp. 375-398 Working the crevices: Granting students authority in authoritarian schools.	Other focus: Education
53.	Goodwin, Natalie P.; Mrug, Sylvie; Borch, Casey; Cillessen, Antonius H. N.; Journal of Youth and Adolescence, Vol 41(3), Mar, 2012 pp. 320-332. Publisher: Springer; [Journal Article], Database: PsycINFO Peer selection and socialization in adolescent depression: The role of school transitions.	Other focus: Health
54.	Grundmeyer, Trent; Peters, Randal. Computers in the Schools, Oct-Dec2016, Vol. 33 Issue 4, p253-273, 21p; DOI: 10.1080/07380569.2017.1249757, Database: Education Source Learning from the Learners: Preparing Future Teachers to Leverage the Benefits of Laptop Computers.	Other focus: systems/policy
55.	Grills-Taquechel, Amie E.; Norton, Peter; Ollendick, Thomas H.; Anxiety, Stress & Coping: An International Journal, Vol 23(5), Oct, 2010 pp. 493-513. Publisher: Taylor & Francis; [Journal Article], Database: PsycINFO A longitudinal examination of factors predicting anxiety during the transition to middle school.	Questionnaire/Survey based
56.	Hallinan, Maureen T.; Kubitschek, Warren N.; Liu, Ge; Social Psychology of Education: An International Journal, Vol 12(1), Mar, 2009 pp. 5-19. Publisher: Springer; [Journal Article], Database: PsycINFO Student interracial interactions and perceptions of school as a community.	Other focus: Education
57.	Hannah, E. F. & Topping, K. J. Education and Training in Autism and Developmental Disabilities, Vol 47(2), Jun, 2012 pp. 198-209 Anxiety levels in students with autism spectrum disorder making the transition from primary to secondary school.	Questionnaire/Survey based
58.	Herzog, Serge. Research in Higher Education, December 2005, Vol. 46 Issue 8, p883-928, 46p; DOI: 10.1007/s11162-005-6933-7, Database: Education Source Measuring determinants of student return vs. dropout/stopout vs. transfer: A first-to-second year analysis of new freshmen.	Other age
59.	Hawkins, Renee O; Haydon, Todd; Denune, Hilary; Larkin, Wallace; Fite, Nathan; Gilman, Richard. School Psychology Review, 2015, Vol. 44 Issue 2, p208-223, 16p; DOI: 10.17105/spr-14-0020.1, Database: Education Source	Other focus: Education

	Improving the Transition Behavior of High School Students With Emotional Behavioral Disorders Using a Randomized Interdependent Group Contingency.	
60.	Holmegaard, Henriette; Madsen, Lene; Ulriksen, Lars. <i>Cultural Studies of Science Education</i> , Sep2014, Vol. 9 Issue 3, p755-786, 32p; DOI: 10.1007/s11422-013-9542-3, Database: Education Source A journey of negotiation and belonging: understanding students' transitions to science and engineering in higher education.	Other age
61.	Hopwood, Nick; <i>Environmental Education Research</i> , Vol 13(4), Sep, 2007 Special Issue: Childhood and environment. pp. 453-465. Environmental education: Pupils' perspectives on classroom experience	Other focus: Education
62.	Ho, Wai-Chung; <i>British Journal of Educational Technology</i> , Vol 38(4), Jul, 2007 pp. 699-714. Students' experiences with and preferences for using information technology in music learning in Shanghai's secondary schools.	Other focus: Education
63.	Hughes, Laura A.; Banks, Pauline; Terras, Melody M.; <i>Support for Learning</i> , Vol 28(1), Feb, 2013 pp. 24-34. Secondary school transition for children with special educational needs: A literature review.	Other focus: systems/policy
64.	Hughes, Jan N.; Im, MyungHee; Kwok, Oi-man; Cham, Heining; West, Steven G.; <i>Journal of Research on Adolescence</i> , Vol 25(3), Sep, 2015 pp. 443-458. Latino students' transition to middle school: Role of bilingual education and school ethnic context.	Other focus: Transition
65.	Humphrey, Neil; Ainscow, Mel; <i>European Journal of Psychology of Education</i> , Vol 21(3), Sep, 2006 Special Issue: Inclusive education ten years after salamanca. pp. 319-331. Transition club: Facilitating learning, participation and psychological adjustment during the transition to secondary school	Intervention
66.	Hung, Hsin-Ling; Paul, Peter V.; <i>Deafness &amp; Education International</i> , Vol 8(2), 2006 Special Issue: Deafness and Inclusion. pp. 62-74 Inclusion of Students who are Deaf or Hard of Hearing: Secondary School Hearing Students' Perspectives.	Other focus: Education
67.	Jackson, Kristina M.; Schulenberg, John E.; <i>Developmental Psychology</i> , Vol 49(11), Nov, 2013 pp. 2147-2158. Publisher: American Psychological Association; [Journal Article], Database: PsycINFO Alcohol use during the transition from middle school to high school: National panel data on prevalence and moderators.	Other focus: Health
68.	Janus, Magdalena; Kopechanski, Lauren; Cameron, Ruth; Hughes, Debra; <i>Early Childhood Education Journal</i> , Vol 35(5), Apr, 2008 pp. 479-485. In transition: Experiences of parents of children with special needs at school entry.	Other age (Pre-school)
69.	Jayaram, Shubha; Engmann, Michelle. <i>Prospects</i> (00331538), Jun2014, Vol. 44 Issue 2, p221-233, 13p; DOI: 10.1007/s11125-014-9302-5, Database: Education Source Developing skills for employability at the secondary level: Effective models for Asia.	Other focus: Education
70.	Jindal-Snape, D.; Miller, D. J.; <i>Educational Psychology Review</i> , Vol 20(3), Sep, 2008 pp. 217-236. A challenge of living? Understanding the psycho-social processes of the child during primary-secondary transition through resilience and self-esteem theories.	Other focus: Policy/systems
71.	Joffe, V. & Black, E. <i>Language, Speech, and Hearing Services in Schools</i> , Vol 43(4), Oct, 2012 pp. 461-473. Social, emotional, and behavioral functioning of secondary school students with low academic and language performance: Perspectives from students, teachers, and parents.	Questionnaire/survey based
72.	Jones, Brett D.; Rakes, Lee; Landon, Krista; <i>International Journal of Psychology</i> , Vol 48(5), Oct, 2013 pp. 785-796. Malawian secondary students' beliefs about intelligence.	Other focus: Education
73.	Jordan, J., McRorie, M. & Ewing, C. <i>Emotional &amp; Behavioural Difficulties</i> , Vol 15(1), Mar, 2010 pp. 37-47. Gender differences in the role of emotional intelligence during the primary-secondary school transition.	Questionnaire/survey based
74.	Kaigang Li; Haynie, Denise; Lipsky, Leah; Iannotti, Ronald J.; Pratt, Charlotte; Simons-Morton, Bruce. <i>Pediatrics</i> , Oct2016, Vol. 138 Issue 4, p1-10, 10p; DOI: 10.1542/peds.2016-1372, Database: Education Source Changes in Moderate-to-Vigorous Physical Activity Among Older Adolescents.	Other focus: Health
75.	Kallison Jr., James M. <i>Adult Education Quarterly</i> , Nov2017, Vol. 67 Issue 4, p302-321, 20p; DOI: 10.1177/0741713617725394, Database: Education Source The Effects of an Intensive Postsecondary Transition Program on College Readiness for Adult Learners.	Other age
76.	Kalogrides, Demetra; Grodsky, Eric. <i>Social Forces</i> (University of North Carolina Press), March 2011, Vol. 89 Issue 3, p853-877, 25p, Database: Education Source Something to Fall Back On: Community Colleges as a Safety Net.	Other age
77.	Kawabe, Kentaro; Horiuchi, Fumie; Ochi, Marina; Oka, Yasunori; Ueno, Shu-ichi; <i>BMC Psychiatry</i> , Vol 16, Dec, 2016 ArtID: 231. Publisher: BioMed Central Limited; [Journal Article], Database: PsycINFO Suicidal ideation in adolescents and their caregivers: A cross sectional survey in Japan.	Other focus: Health
78.	Kapur, Manu; <i>Instructional Science</i> , Vol 38(6), Nov, 2010 pp. 523-550. Productive failure in mathematical problem solving.	Other focus: Education
79.	Kvalsund, Rune; Bele, Irene Velsvik. <i>Scandinavian Journal of Educational Research</i> , Feb2010, Vol. 54 Issue 1, p15-35, 21p, 1 Diagram, 7 Charts; DOI: 10.1080/00313830903488445, Database: Education Source Students with Special Educational Needs—Social Inclusion or Marginalisation? Factors of Risk and Resilience in the Transition Between School and Early Adult Life.	Other age
80.	King, G.; Zwaigenbaum, L.; Bates, A.; Baxter, D.; Rosenbaum, P.; <i>Child: Care, Health and</i>	Other perspective



	Development, Vol 38(6), Nov, 2012 pp. 817-828. Parent views of the positive contributions of elementary and high school-aged children with autism spectrum disorders and Down syndrome.	(Parent )
81.	Langenkamp, Amy G.; <i>Sociology of Education</i> , Vol 83(1), Jan, 2010 pp. 1-19. Publisher: Sage Publications; [Journal Article], Database: PsycINFO Academic vulnerability and resilience during the transition to high school: The role of social relationships and district context.	Other focus: Policy/systems
82.	Langenkamp, Amy G.; <i>American Journal of Education</i> , Vol 116(1), Nov, 2009 pp. 69-97. Publisher: Univ of Chicago Press; [Journal Article], Database: PsycINFO Following different pathways: Social integration, achievement, and the transition to high school.	Questionnaire/ Survey based
83.	Leat, David; Reid, Anna. <i>Curriculum Journal</i> , Jun2012, Vol. 23 Issue 2, p189-205, 17p, 1 Illustration; DOI: 10.1080/09585176.2012.678691, Database: Education Source Exploring the role of student researchers in the process of curriculum development.	Other focus: Education
84.	Lester, Leanne; Mander, David J.; Cross, Donna; <i>International Journal of Child and Adolescent Health</i> , Vol 8(2), Apr-Jun, 2015 pp. 141-150. Bullying behaviour following students' transition to a secondary boarding school context.	Other focus: Behaviour
85.	Lester, Leanne; Cross, Donna; <i>Emotional &amp; Behavioural Difficulties</i> , Vol 19(4), Oct, 2014 pp. 356-370. Do emotional and behavioural difficulties in primary school predict adolescent victimisation trajectories?	Other focus: Behaviour
86.	Lester, Leanne; Cross, Donna; Shaw, Thérèse; Dooley, Julian; <i>Cambridge Journal of Education</i> , Vol 42(2), Jun, 2012 pp. 213-233. Adolescent bully-victims: Social health and the transition to secondary school.	Other focus: Transition
87.	Leonard, Jack. <i>Teacher Development</i> , Nov2014, Vol. 18 Issue 4, p511-529, 19p, 1 Graph; DOI: 10.1080/13664530.2014.941114, Database: Education Source Cross-cultural communities of practice for college readiness.	Other age
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184.	Willoughby, Brian. Journal of Youth & Adolescence, Nov2010, Vol. 39 Issue 11, p1305-1317, 13p, 1 Diagram, 2 Charts, 2 Graphs; DOI: 10.1007/s10964-009-9477-x, Database: Education Source Marital Attitude Trajectories Across Adolescence.	Other focus
185.	Wilson, Michael G.; Hoffman, Amanda V.; McLaughlin, Margaret J.. Focus on Exceptional Children, March 2009, Vol. 41 Issue 7, p1-12, 11p, Database: Education Source Preparing Youth with Disabilities for College: How Research Can Inform Transition Policy.	Other age
186.	Wintre, Maxine; Dilouya, Barry; Pancer, S.; Pratt, Michael; Birmie-Lefcovitch, Shelly; Polivy, Janet; Adams, Gerald. Higher Education (00181560), Oct2011, Vol. 62 Issue 4, p467-481, 15p, 3 Charts; DOI: 10.1007/s10734-010-9399-2, Database: Education Source Academic achievement in first-year university: who maintains their high school average?	Other age
187.	Winsler, Adam; Deutsch, Aaron; Vorona, Robert; Payne, Phyllis; Szklo-Coxe, Mariana. Journal of Youth & Adolescence, Feb2015, Vol. 44 Issue 2, p362-378, 17p, 2 Charts, 4 Graphs; DOI: 10.1007/s10964-014-0170-3, Database: Education Source Sleepless in Fairfax: The Difference One More Hour of Sleep Can Make for Teen Hopelessness, Suicidal Ideation, and Substance Use.	Other focus: Health
188.	Witherspoon, Dawn; Ennett, Susan; Journal of Youth and Adolescence, Vol 40(9), Sep, 2011 pp. 1077-1090. Publisher: Springer; [Journal Article], Database: PsycINFO Stability and change in rural youths' educational outcomes through the middle and high school years.	Other focus: Education
189.	Wolke, Dieter; Samara, Muthanna M.; Journal of Child Psychology and Psychiatry, Vol 45(5), Jul, 2004 pp. 1015-1029. Bullied by siblings: Association with peer victimisation and behaviour problems in Israeli lower secondary school children.	Other focus: Behaviour
190.	Wolters, Nina; Knoors, Harry; Cillessen, Antonius H. N.; Verhoeven, Ludo; Journal of Deaf Studies and Deaf Education, Vol 17(4), Fal 2012 pp. 463-482. Impact of peer and teacher relations on deaf early adolescents' well-being: Comparisons before and after a major school transition.	Other focus: Transition
191.	Wright, K. Support for Learning, Vol 23(1), Feb, 2008 pp. 32-40. Researching the views of pupils with multiple and complex needs. Is it worth doing and whose interests are served by it?	Other focus: Education
192.	Wymer, Kathryn; Fulford, Collie; Baskerville, Nia; Washington, Marisha. International Journal for the Scholarship of Teaching & Learning, Jan2012, Vol. 6 Issue 1, p1-8, 8p, Database: Education Source Necessity and the Unexpected: SoTL Student-Faculty Collaboration in Writing Program Research.	Other age

Qualitative Study	Aims	Participants	Data collection	Data Analysis	Findings	Limitations	CASP RAG rating
1. Students' experiences of the transition from primary to secondary school. Tobbell, J. Educational and Child Psychology, Vol 20(4), 2003	To place students at centre of their world by asking about their experiences at primary and secondary school. To use the data as a basis for generating psychological models. CASP 1: Clear Aim	30 girls from one Year 7 class in a secondary school in the North West of England CASP 4: Recruitment strategy limited to one class	Semi-structured group interview. Data collected end of year 7. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Ethical considerations referred to	Thematic analysis based on Creswell (1998). Bronfenbrenner's (1979) ecological model was applied. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants considered – reference to potential bias CASP 8: Reference made to validity and reliability to support the credibility of the research	Emergent themes: School as community Adult or child What makes a good teacher? The learning experience. Feelings lost. Most participants did not see transition as a positive experience. Importance of relationship. Discontinuities between primary and secondary school. No claims are made for generalisability. CASP 9: Clear statement of findings in emergent themes CASP 10: Reference to contribution of this study a part of a larger study	Theory generation. Research does not attempt to answer the questions it generates. It is part of a larger study not detailed here. 1 class of females lacks generalisability. Focus group interviews issues of power – lack of individual voice or 'true' voice in group situation Research carried out in 2003. Retrospective (end of year 7).	Green

Appendix C 1: Studies that meet the inclusion criteria (N= 9) reviewed using CASP (2018) for Qualitative or CASP and Wilkinson et al (1999) for

<p>2.Supporting the transition from primary school to secondary school for children who are looked after.</p> <p>Brewin, M. &amp; Statham, J. Educational Psychology in Practice, Vol 27(4), Dec, 2011 pp. 365-381.</p>	<p>Aim to elicit factors that stakeholders perceive as supporting or hindering transition for LAC children</p> <p>CASP 1: Clear Aim</p>	<p>6 Year 6 pupils 13 Year 7 pupils purposive sample based upon inclusion criteria 22 foster carer interviews 19 teacher interviews 3 LAC education support officer from a Semi-rural borough Wales</p> <p>CASP 4: Recruitment strategy</p>	<p>Semi structured interviews from year 6 and 7 pupils and teachers and carers. Focus group of social workers Year 6 pupils interviewed again after transfer to year 7.</p> <p>CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: ethical considerations referred to</p>	<p>Analysed using “framework analysis” which involves familiarisation, identifying initial themes and concepts, indexing, charting and finally synthesising. Bronfenbrenner’s (1979) ecological model was applied.</p> <p>CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants considered – reference to potential bias CASP 8: No reference made to validity and reliability to support the credibility of the research. Pilot interviews conducted.</p>	<p>This resulted in a number of themes and sub-themes. No single factor or single set of factors was perceived as supporting LAC children when moving primary to secondary school. Instead, interactive factors at many levels appeared to play an important role. ideas for improving the transition process generated</p> <p>CASP 9: Clear statement of findings CASP 10: Reference to contribution of this study A set of principles generated</p>	<p>Lack of information on data analysis No reference to limitations of study.</p>	<p>Green</p>
<p>3.Improving the transfer to secondary school: how</p>	<p>The process and content of how pupils’ views can contribute to</p>	<p>Three Year 6 classes (exact number not given) from the</p>	<p>Multi-method Questionnaire to all year 6 students in the authority (83%</p>	<p>Key themes explored using open coding analysis followed first steps of grounded</p>	<p>Students reported talking to secondary school students and staff and spending time in their</p>	<p>Unclear analysis of data for replication. Data from only 14%</p>	<p>Green</p>



<p>every child's voice can matter. Ashton, R. Support for Learning, Nov 2008, Vol. 23 Issue 4, p176-182 UK</p>	<p>improving transition. CASP 1: Clear Aim</p>	<p>UK borough in which the author works CASP 4: Recruitment strategy three classes.</p>	<p>returned, data from 218 used). Class discussion, drawing and writing tasks. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue This research is based on the open question that pupils completed at the end of a questionnaire and was analysed as well as through the whole class writing and drawing activities CASP 7: Ethical considerations referred to in terms of confidentiality and consideration of ethnicity</p>	<p>theory to describe the data through mind mapping. No reference made to validity and reliability. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants considered CASP 8: Reference made to validity and reliability in terms of the researcher taking the findings back to the group to support the credibility of the research</p>	<p>new school most useful. Key message is that children are an invaluable resource. CASP 9: Clear statement of findings CASP 10: Reference to contribution of this study a part of a larger study</p>	<p>questionnaires used who chose to respond to the open question. Self-report data has limitations. No specific reference to ethics or potential researcher bias in analysis.</p>	
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<p>4. Fostering a sense of belonging and community as children start a new school. Sancho, M. &amp; Cline, T. Educational and Child Psychology, Vol 29(1), Mar, 2012 pp. 64-74.</p>	<p>To explore the concept of belonging. Two research questions:  1. What are the pupils' experiences of school following transfer from primary to secondary school?  2. How do pupils view and experience a sense of belonging following transfer from primary to secondary school?  <b>CASP 1: Clear Aim</b></p>	<p>10 Year 7 pupils selected from earlier focus groups (6 boys 4 girls) in the UK. Purposive non-random selection procedures were justified. Included pupils with SEN and dual heritage.  <b>CASP 4: Recruitment strategy</b></p>	<p>Semi-structured individual interview. Interview schedule based on earlier focus groups and was included in the paper and was piloted.  <b>CASP 2: Qualitative method is appropriate</b>  <b>CASP 5: Data was collected in a way that addressed the research issue</b>  <b>CASP 7: Ethical considerations</b>  <b>No specific reference to ethics</b></p>	<p>Thematic analysis using IPA. Influenced by Smith et al. (1999). Clearly presented in a table.  <b>CASP 3: Appropriate research design</b>  <b>CASP 6: Relationship between researcher and participants not considered</b>  <b>CASP 8: Reference made to validity and reliability</b>  <b>Analysis was carried out by the first author, but "credibility checks" were carried out by a second researcher and two multi-disciplinary groups of professionals</b></p>	<p>Participants' experience of a sense of belonging was varied but a number of salient themes emerged. There domains identified:  1 - School context, relates to views of both primary and secondary school.  2 - Growing independence and maturity, relates to pupils accounts of their development following transition.  3 - Descriptions of belonging, focuses on children's views of belonging Relationship with peers had particular salience to pupils and was a central theme in all accounts. Presents a model of sense of belonging.  <b>CASP 9: Clear statement of findings in 3 domains</b>  <b>CASP 10: Reference to contribution of this study as part of a larger study</b></p>	<p>A snapshot of transition experience after only a few months that focused on a sense of belonging.. Sense of belonging should be explored across contexts.. The authors suggest further research could undertake longitudinal investigations and larger scale studies with further consideration on other demographics such as gender, race and disability.</p>	<p><b>Green</b></p>
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<p>5. Student perceptions of the transition to middle school.</p> <p>Akos, P. Professional School Counselling, Vol 5(5), Jun, 2002 pp. 339-345.</p>	<p>To learn more about pupil perceptions during the transition from elementary to middle school. The RQ were:</p> <ol style="list-style-type: none"> <li>1. What questions do students have about middle school?</li> <li>2. What specific concerns do students have about middle school?</li> <li>3. What aspects of middle school do students see as positive?</li> <li>4. What do students think middle school will be like?</li> <li>5. Whom do students turn to</li> </ol>	<p>Initially all 331 5<sup>th</sup> grade students from a large rural county in America. Data point 4 purposive sample = 97 pupils (6<sup>th</sup> grade).</p> <p>CASP 4: Recruitment strategy part of a longer term project</p>	<p>Mixed methods. Written questions collected at time point 1. Questionnaires at points 2 3 and 4 including an open question. Data points 1 &amp; 2 = all 331 5<sup>th</sup> grade students from a large rural county in America. Data point 3 = 103 pupils (6<sup>th</sup> grade) Data point 4 purposive sample = 97 pupils (6<sup>th</sup> grade)</p> <p>CASP 2: Qualitative method is appropriate  CASP 5: Data was collected in a way that addressed the research issue  CASP 7: No direct reference to ethical considerations.</p>	<p>Content analysis using a step classification system (Holsti, 1969). Phenomenological approach. Application of Giorgi's (1985) 4 step process of analysis.</p> <p>CASP 3: Appropriate research design  CASP 6: Relationship between researcher and participants considered  CASP 8: No reference made to validity and reliability</p>	<p>Clear presentation of findings. Limitations are acknowledged. Students questions about middle school dominated by rules and procedures. Data suggests pupils aware of contextual change at transition. 9 weeks in students still felt these were most important things to tell 5<sup>th</sup> graders. Positive aspects of transition from pupil perspective.</p> <p>CASP 9: Clear statement of findings  CASP 10: Reference to contribution of this study a part of a larger study</p>	<p>USA transitions less clear age groups. One researcher to do qualitative data coding limited. Limited information on the analysis stage. No reference to ethics. Only one school district. Interviews may have elicited richer information about transition than questionnaires. Self-report data has limitations.</p>	<p>Amber</p>
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	for help during the transition into middle school? 6. What is important for students to know about coming to middle school CASP 1: Clear Aim						
6. Transition into High School: A phenomenological study. Ganeson, K & Ehrich, L. Educational Philosophy & Theory, Feb 2009, Vol. 41 Issue 1, p60-78	Pupil experience of starting high school. CASP 1: Clear Aim	16 Year 7 pupils from one school in Australia. CASP 4: Recruitment strategy not made clear	Data collected first 10 weeks of term in journal form. Journal completed minimum 3 times a week first 6 weeks & 2 times a week next 4 weeks. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Ethical considerations not explicit	Phenomenological approach. Application of Giorgi's (1985) 4 step process of analysis. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants not considered CASP 8: No reference made to validity and reliability	Seven key themes emerged: Schools support transition, significance of peers, new routines, learning occurs though a range of means, confidence can enhance transition, homework, importance of teacher attitudes CASP 9: Clear statement of findings in 7 essential themes CASP 10: Reference to contribution of this study as part of a larger study.	Not clear how participants were selected. No reference to ethics. No reference to limitations. Focus on Australian transitions system. Interviews rather than journals may elicit richer information about transition.	Amber

<p>7.Secondary transition experiences for pupils with Autistic Spectrum Conditions (ASCs). Dann, Rachel; Educational Psychology in Practice, Vol 27(3), Sep, 2011 pp. 293-312.</p>	<p>To explore the transition experiences of pupils with ASC. CASP 1: Clear Aim</p>	<p>Six year 6 pupils, parents and teachers. Interviewed pre and post transition. CASP 4: Recruitment strategy</p>	<p>Semi-structured Interviews supported by talking mats carried out at two time points. Time point 1 summer term before transition (year 6). Time point 2 autumn term after transition (year 7) CASP 2: Qualitative method is appropriate CASP 5: data was collected in a way that addressed the research issue supported by visual aid CASP 7: Ethical considerations. Consent parents and pupils.</p>	<p>Thematic analysis using a phenomenological and inductive approach. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants not considered CASP 8: Reference made to validity and reliability in terms of triangulating views And results grounded in examples to appear transparent and plausible. Consideration of inter-rater reliability.</p>	<p>Pupils who attended mainstream secondary with SEN provision or enhanced provision made a positive transition and seemed more socially engaged. The pupil transitioning to a mainstream with no SEN provision had greater difficulties. All experienced a degree of bullying/teasing. CASP 9: Clear statement of findings. As statements are interpretive, the authors state they are not considered as statements of fact. A number of themes (13) based upon pupil, parent and/or teacher views. CASP 10: Reference to contribution of this study</p>	<p>Only a small number of pupils. The author identifies that there is a need to explore the experiences of different individuals in different mainstream schools in different LAs to see if these themes would occur elsewhere. Only 1 pupil was female, reflecting the balance of boys and girls identified with ASC in the general population.</p>	<p>Green</p>
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Mixed Method Study: Qualitative Aspect	Aims	Participants	Data collection	Data Analysis	Findings	Limitations	CASP RAG rating
8 Identifying Dockrell, J. & Lindsay, Educational and Child Psychology, Vol 24(4), 2007 Special Issue: Language impairments: Their impact on educational progress. pp. 101-115.	To examine the ways in which parents, pupils and teachers appraise the transition prior to secondary and during the first year of secondary school.  CASP 1: Clear Aim	67 pupils identified as having SLCN Matched to typically developing (TD)peers (n=42) and matched SEN not SLCN (n=32) 27 pupils of SLCN cohort interviewed. The majority (64%) of the SLCN cohort had completed KS2 education in a mainstream school, 7% a resourced unit in mainstream and 29% a special school.	Part of a longer study. Semi-structured individual interview. Data collected 3 time points. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Ethical considerations not referred to	The analysis in year 7 focused on those pupils transferring to mainstream. Only responses to questions pertaining to transfer to secondary are reported in this paper. For interviews the use of percentages of responses to compare the cohorts. Clearly presented data. Visual to show educational movements of pupils. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants not considered or reference to potential	Pupils raised a number of worries about the forthcoming transfer. These included issues of bullying (SLCN 26%, TD 42%, SEN 19%), harder work (SLCN 22%, TD 15%, SEN 9%) and the new environment (SLCN 13%, TD 13%, SEN 13%) with no statistical difference between cohorts for these concerns. Many were looking forward to aspects of school transfer (SLCN 80%, TD 85%, SEN 84%). The children in SLCN and SEN were less likely to be involved in their choice of school. In post-transition interviews many children reported enjoying having different teachers (SLCN 74%, TD 100%, SEN 78%)	Limitations not identified by the author. Lack of pupil voice. This may be attributed to the numbers involved: 67 interviews pre transfer and 47 interviews after transfer. How interviews were analysed not given. Lack of info as to geographical area participants were from.	Green

		60% had a statement of SEN. CASP 4: Clear Recruitment strategy		bias CASP 8: Reference made to validity and reliability to support the credibility of the research	and changing classrooms (SLCN 85%, TD 90%, SEN 84%). No claims are made for generalisability. CASP 9: Clear statement of findings. CASP 10: Reference to contribution of this study on transition particularly for SLCN		
9 The social and emotional functioning of students with an autistic spectrum disorder during the transition between primary and secondary schools. Fortuna, R. Support for Learning, Vol 29(2), May, 2014 pp. 177-	To elicit data to answer 3 questions: Does social and emotional well-being of pupils with ASD change over the transition process? What are the perceptions of parents? How do educational staff's perceptions	5 pupils with an ASD CASP 4: Clear Recruitment strategy The pupils were selected from a limited available pool of students locally who met the requirements of the study.	Mixed methods. Students completed a diary requiring circling of a Likert scale in secondary school. The use of prompts and visual supports were used in semi-structured interviews with pupils to allow students to	Interviews were determined as positive or negative in tone, depending on the amount of responses coded in the positive or negative categories. CASP 3: Appropriate research design of mixed methods CASP 6: Relationship between researcher and participants not considered or reference to potential bias	Finding seem to indicate that students with ASD are an heterogeneous group, making it difficult to pinpoint exactly what works well and what does not with regard to transition strategies. Pupils with ASD are individuals first. CASP 9: Clear statement of findings CASP 10: Reference to contribution of this study on transition particularly for ASD and suggestions for further research.	Self-report data has limitations. Diaries could be problematic as they take dedication to complete and were lost by 3 of the students. This was a small scale study of only 5 pupils with ASD and so limited in ability to generalise the findings to a larger scale. One area that was problematic was historical recall of	Green

191.	compare with pupil and parents CASP 1: Clear Aim		voice their opinion. CASP 2: Qualitative aspect of data collection is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Reference to ethical considerations in term of permission, compliance and participation of a large number of parties.	CASP 8: Reference made to validity of measures. Quotes from participants to illustrate experience	Reference to emotional functioning and high levels of stress and anxiety for the pupils in this study	their first day at secondary school.	
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Mixed Method Study: Quantitative Aspect	Method	Results	Discussion	Limitations	RAG Rating
<p>8. Identifying the educational and social needs of children with specific speech and language difficulties on entry to secondary school.</p> <p>Dockrell, J. &amp; Lindsay, Educational and Child Psychology, Vol 24(4), 2007 Special Issue: Language impairments: Their impact</p>	<p><b>Aim:</b> To examine the ways in which parents, pupils and teachers appraise the transition prior to secondary and during the first year of secondary school. <i>Clear aim</i></p> <p><b>Participants:</b> 67 pupils identified as having SLCN, Matched typically developing (TD) peer (n=42) and matched SEN not SLCN (n=32), parents and teachers. The analysis in year 7 focused on those transferring to mainstream. <i>Clear recruitment strategy</i></p> <p><b>Measures:</b> Year 6 Teachers and parents completed questionnaires and parents were interviewed individually Standardised assessments of reading decoding and numeracy of all 3 cohorts. SLCN cohort assessed for their language needs <i>Method of data collection is appropriate to the research issue</i></p>	<p>Part of a longer study. Only responses to questions pertaining to transfer to secondary are reported in this paper. Clearly presented data. Visual to show educational movements of pupils. For standardised assessments one way analysis of variance in year 7 and repeated measures Nova for reading. <i>Reference to validity of measures.</i> <i>Appropriate research design</i></p>	<p>After transition, Parents of the TD cohort report their children were coping with the academic work, whereas parents of the SLCN and SEN cohorts reported their children were experiencing difficulties with the curriculum (SLCN 56%, SEN 58%). Higher rates of bullying were reported for the SLCN cohort (40%) than the SEN (4%) or TD (23%). Post transfer TD parents reported easy transition as did 70% SEN and 50% SLCN. Over 50% SLCN and SEN parent reported problems with the curriculum. Both cohorts reported lower levels of self-esteem but increased friendships. Form teacher questionnaires in year 7 reported SLCN were experiencing difficulties with the transfer (53%), social life (36%) and coping with different teachers (25%). <i>Reference to contribution of this study</i></p>	<p>Limitations not identified by the author. <i>Interviewer known to pupils but no reference to potential researcher bias or power relationships.</i> <i>No reference to ethical considerations.</i></p>	<p>Green</p>

on educational progress. pp. 101-115.			on transition particularly for SLCN		
9.The social and emotional functioning of students with an autistic spectrum disorder during the transition between primary and secondary schools. Fortuna, R. Support for Learning, Vol 29(2), May, 2014 pp. 177-191.	<p><b>Aim:</b> To elicit data to answer 3 questions: Does social and emotional well-being of pupils with ASD change over the transition process. What are the perceptions of parents. How do educational staff's perceptions compare with pupil and parents</p> <p><b>Participants:</b> 5 pupils with an ASD</p> <p><b>Measures:</b> Time 1 = last month of primary and time 2 = middle of spring term of year 7. Mixed methods. Use of SDQ. Students completed a diary requiring circling of a Likert scale in secondary school. <b>Method of data collection for the quantitative aspect is appropriate to the research issue</b></p>	<p>SDQ data analysed and results determined as positive or negative by comparing the change from time 1 to time 2 in scores for overall stress, emotional distress and social difficulties.</p> <p><b>Reference to validity of measures.</b></p> <p><b>Triangulation of parent staff and pupil views.</b></p> <p><b>Appropriate research design</b></p>	<p>Finding seem to indicate that students with ASD are an heterogeneous group, making it difficult to pinpoint exactly what works well and what does not with regard to transition strategies. Findings reflect parents heightened concerns for their children in the area of socio-emotive well-being during the time of transition. Parent's scores were closer to student score than teacher's scores, this would suggest a greater ability by parents to gauge their children's socio-emotive wellbeing compared to that of school staff.</p> <p><b>Reference to contribution of this study on transition particularly for ASD and suggestions for further research.</b></p> <p><b>Reference to emotional functioning and high levels of stress and anxiety for the pupils in this study.</b></p>	<p>This was a small scale study of only 5 pupils with ASD and their parents and teachers and so limited in ability to generalise the findings to a larger scale. Staff completing SDQ were not the same pre and post transition. February response rate from parents was poor.</p> <p><b>Reference to ethical considerations in term of permission, compliance and participation of a large number of parties.</b></p>	Green

## Appendix C.2

**Worked Example of applying the CASP to a qualitative piece of research: Students' experiences of the transition from primary to secondary school. Tobbell, J. Educational and Child Psychology, Vol 20(4), 2003**

The CASP contains 10 questions designed to help think about these issues systematically:

### Section A: Are the results Valid?

1. Was there a clear statement of the aims of the research? Yes/Can't tell/No  
**Yes. Clear Aim:** To place students at the center of their world by asking about their experiences at primary and secondary school. To use the data as a basis for generating psychological models.
  
2. Is a qualitative methodology appropriate? Yes/Can't tell/No  
**Yes. Qualitative method is appropriate:** Semi-structured group interview. Data collected end of year 7.
  
3. Was the research design appropriate to address the aims of the research? Yes/Can't tell/No  
**Yes. Appropriate research design:** Thematic analysis based on Creswell (1998). Bronfenbrenner's (1979) ecological model was applied to interpret the findings.
  
4. Was the recruitment strategy appropriate to the aims of the research? Yes/Can't tell/No  
**Partially. Recruitment strategy was appropriate but with limitations.** The results were based on one class of girls from a Year 7 secondary school in the North West of England. This limits generalisability for generating psychological models.
  
5. Was the data collected in a way that addressed the research issue? Yes/Can't tell/No  
**Partially. Data was collected in a way that addressed the research issue.** Semi-structured group interview. Group interview has limits to placing students at the center of world compared to individual interview. Data collected end of year 7 so based on historical recall.
  
6. Has the relationship between researcher and participants been adequately considered? Yes/Can't tell/No  
**Yes. Relationship between researcher and participants is considered. The author makes reference to potential bias.**

### Section B: What are the results?

7. Have ethical issues been taken into consideration? Yes/Can't tell/No  
**Yes. Ethical considerations are referred to in the paper.**
  
8. Was the data analysis sufficiently rigorous? Yes/Can't tell/No  
**Yes. Data analysis was sufficiently rigorous.** Thematic analysis based on Creswell (1998). Reference made to validity and reliability to support the credibility of the research.

9. Is there a clear statement of findings? Yes/Can't tell/No

Yes. Clear statement of findings reported as emergent themes:

School as community, Adult or child, What makes a good teacher? The learning experience, Feelings lost.

Most participants did not see transition as a positive experience. The paper highlights the importance of relationships and discontinuities between primary and secondary school. No claims are made for generalisability.

**Section C: Will the results help locally?**

10. How valuable is the research?

The author makes reference to the contribution of this study a part of a larger study.

## Appendix C.2

**Worked Example of applying criteria based on Wilkinson et al (1999) to a quantitative piece of research: The social and emotional functioning of students with an autistic spectrum disorder during the transition between primary and secondary schools. Fortuna, R. Support for Learning, Vol 29(2), May, 2014 pp. 177-191.**

This checklist is organised into three sections: Method, Results and Discussion.

### Method:

1. Design: Is the type of study clear?

Yes. The author makes clear that they were using mixed methods. They state that this research was enhanced by having both quantitative and qualitative elements. It includes a clear research timeline.

2. Population: Is the population being studied defined clearly?

Yes. Three boys and two girls with a diagnosis of ASD, their parents and support staff.

3. Measurement: Instruments. Are the data collection tools reliable? How do they relate to the goal of the study?

The Aims of the study:

1. Does social and emotional well-being of pupils with ASD change over the transition process?
2. What are the perceptions of parents?
3. How do educational staff's perceptions compare with pupil and parents?

Data was collected from pupils, parents, Year 6 and Year 7 staff through a purposively developed Transition Questionnaire which used a Likert-scale and the Strengths and Difficulties Questionnaire. The Strengths and Difficulties Questionnaire (SDQ) Goodman (2001) is a brief behavioural screening questionnaire divided across five scales: emotional difficulties, conduct difficulties, hyperactivity, inattention, peer relationship difficulties, and pro-social behaviour. Satisfactory reliability: internal consistency Cronbach's alpha .73; retest reliability at four to six months .62. Good validity: high correlation (>.80) with Acenbach's (1991) Child Behaviour Checklist and Rutter Behaviour Questionnaire.

Unclear of the reliability of the data collected from the purposively developed Transition Questionnaire

4. Procedures: Are the conditions under which the data was captured clear? Has experimenter bias been acknowledged?

No information is provided on the procedures of data collection or reference to experimenter bias. Limitations highlight that different school staff completed the questionnaires pre and post transition.

5. Power and sample size: Has information been given on sample size and how this was decided upon?

Sample size was five pupils with ASD, their parents and their teachers. The pupils were selected from a limited available pool of students locally who met the requirements of the study.

### Results:

1. Complications: Have any unexpected events in data collection been reported?

Parents were usually more accurate than school staff in judging the socio-emotive state of their child. The author reports that the reasons for this can be multifaceted: parents have stronger, vested interest in the child, the student may be repressing their feelings at school, or school staff may be overestimating the coping ability of the student with ASD. However, parental voice can be skewed by their worries. This study found that parents were not always the most accurate in judging the difficulties their children were undergoing during transition. Staff perceptions in this research were found to be divergent from the views held by the parents and students,

2. Analysis: Is the simplest method of analysis used?

Yes. The process of data analysis identified a number of key themes which were outlined.

3. Analysis: Graphs: Is the data visually displayed? Tables and figures. Are simple and clear figures and tables present?

No.

4. Analysis: Causality. Is causality inferred, and if so on what evidence?

Causality is not inferred; SDQ results were determined as positive or negative by comparing the change from phase 1 (pre-transition) and phase 3 (post-transition). The author reports that the pupils underwent significant changes with regard to their socio-economic well-being during the transition process. In one case for the worse and for the other four, varying degrees of improvement.

### Discussion:

1. Interpretation: Do the features of the design and the analysis suggest generalisability?

No. The author reports a variance in results which they report emphasizes the 'heterogeneous nature of pupils with autism'.

2. Conclusions: Are the limitations acknowledged? Are recommendations for further research grounded in previous and current research?

Yes. The author notes that this was a small study of only five pupils with ASD and the size and scope are limited in terms of ability to generalise the findings on a larger scale. Different school staff completed the questionnaires pre and post transition. Recommendations are made for further research based upon the findings.

**Appendix C.3: A table to show the common themes extracted from the findings of the included literature review papers**

Author/ Theme referred to in the findings	School structure	The transition experience	Peer relationships	The learning experience	Sense of belonging	Teacher relationships	Bullying	Growing up
Tobbell	Y	Y but not positive	Y	Y	Y	Y		Y
Sancho & Cline	Y		Y		Y	Y	Y	Y
Ashton	Y	Y positive	Y		Y	Y	Y	Y
Brewin & Statham	Y		Y	Y			Y	
Ganeson & Ehrich	Y	Y	Y	Y	Y	Y	Y	
Akos	Y	Y positive	Y	Y				
Dann	Y	Y positive	Y	Y		Y	Y	Y
Dockrell & Lindsay	Y	Y positive	Y				Y	
Fortuna		Y	Y				Y	
<b>Total papers theme referred to</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>4</b>

**Key to papers:**

Pretransition (Year 6 data) 2 papers

Pre and post transition (Year 6 and 7 data) 4 papers

Post transition (Year 7 data) 3papers



**Appendix D: Letter to School****Date: 08.06.17**

Dear Head teacher,

I am sending out an open invitation to Primary schools in ..... who may have children in year six with identified Speech, Language and Communication needs to ask for your assistance with my Doctoral research at The Tavistock and Portman NHS Foundation Trust. I am a qualified Educational Psychologist with ten years' experience working for ..... Local Authority.

I am interested in the concept of 'secondary school readiness' and, in particular, the experience of pupils' with speech, language and communication needs (SLCN). The aim of the research is to elicit the views of the pupils themselves regarding their understanding of readiness and factors that they believe will support their transition to secondary school. I therefore seek to recruit participants who are in year 6 of primary school and have an Education, Health and Care Plan for SLCN.

The requirements of your school would be as follows:

To discuss this involvement with relevant parents and seek consent. To support the pupil to complete a simple visual map using photographs, images and words which they will bring to the interview with me to support the discussion. To provide a suitable room for the interview to take place. The process will involve the pupil being asked a set of open-ended questions about their personal experience. This should last for up to one hour. At the end I will debrief the pupil and offer them some additional time to talk should they require this. However, I would also request a member of staff be available directly after the interview should the pupil need to talk through the experience before returning to class.

Your support in enabling the research to be completed would be greatly appreciated. If you are happy with the requirements of school during the research process, I would be grateful if you could discuss and share the attached letter on my behalf to the parents of any pupils who meet the criteria as an open invitation for their son/daughter to be part of the study. I also include information sheets which provide further information for parents and pupils. If you or parents have any questions about the research, please do not hesitate to contact me.

Yours Faithfully



Claire Peters

Educational Psychologist

[www.hcpc-uk.org](http://www.hcpc-uk.org)

**Appendix E: Letter to Parents****Date: 08.06.17**

Dear Parent,

I am a qualified Educational Psychologist with ten years' experience working for ..... Local Authority and I will be conducting a research project within the county in the forthcoming weeks, which will contribute to my doctoral thesis at The Tavistock and Portman NHS Foundation Trust.

I am interested in 'secondary school readiness' and in particular, the experience of pupils who have Speech, Language and Communication Needs (SLCN). The aim of the research is to elicit the views of the pupils themselves regarding their understanding of school readiness for secondary. I am therefore seeking to recruit participants who are in year 6 of primary school and have an Education, Health and care Plan for SLCN.

If you and your son/daughter would be happy for their participation in this study, I would be grateful if you could sign the consent form attached and return this to school. I will then provide school with a simple visual aid and ask them to support your child to complete this, using photographs, images and words before I meet with them. I will arrange a date to visit the school in July to meet your son/daughter and ask them to bring their visual resource to support the discussion.

I include an information sheet for yourself and your son/daughter which provides further information. If you have any questions about the research, please do not hesitate to contact me.

Yours Faithfully



Claire Peters  
Educational Psychologist.  
HCPC registered



## Appendix F: Adult Information Sheet

### Information Sheet

**Title:** *Pupils experience of ‘readiness’ for secondary school having an education health and care plan for speech and language needs.*

#### **Who is doing the research?**

My name is Claire Peters. I am a practising Educational Psychologist (EP) in my fourth year of studying for the post-professional Doctorate in Educational and Child Psychology. I am carrying out this research as part of my course.

#### **What is the aim of the research?**

The research aims to find out about the experience of being prepared for secondary school from a year 6 perspective of pupils that have identified speech and language needs. The hope is that this will give the pupils the chance to tell their story and will provide the Local Authority with important information about each of these pupils.

#### **Who has given permission for this research?**

The Tavistock and Portman NHS Foundation Trust have given ethical approval to carry out this research. The Local Authority Educational Psychology Service has also given permission for the research to go ahead.

#### **Who can take part in this research?**

I am looking for pupils who are in year 6 and have an Education, Health and Care Plan for speech and language needs.

#### **What does participation involve?**

If you and your son/daughter agree for them to take part I will need you both to sign a consent form. I will then provide school with a resource to help your child record their experiences through a visual approach. I would like them to complete this at home or school before I meet with them. I will then arrange a date for your son/daughter to meet me at school. We will talk for around an hour about their preparation for secondary school and how ready they feel for this. We will use the visual resource as an aid to this discussion. I will ask a small number of questions and allow you son/daughter to lead the conversation. I will make audio recordings of the meeting which will be transcribed for analysis and then deleted. I will also keep a reflexive diary of my experiences as a researcher to support analysis.

#### **What are the possible benefits of taking part?**

This research places your child as an active participant in the exploration of the transition process. It is an opportunity for them to tell their story. The concept of “readiness” will be explored in terms of what this means to them. The research will provide messages about their personal experience and the meanings that they have made about readiness for secondary school.

This is a small scale study in which I will ask 6-8 pupils to meet with me to talk about their experiences. My hope is that this information will provide a better understanding of the needs of these pupils but can be extended to other pupils with special educational needs.

#### **What are the possible risks of taking part?**

Pupils will be talking about their personal experiences and so this may bring with it some underlying feelings, such as feeling anxious or worried. However, the open ended nature of the questions gives them freedom in choosing what to share. I would be happy to offer a follow up session or sign post to other agencies should the need arise.

**What will happen to the findings from the research?**

The findings will be typed up as part of my thesis which will be read by examiners and be available at the Tavistock and Portman library. I may also publish the research at a later date in a peer reviewed journal. You will have the option to read a summary of my findings or the full thesis once the analysis has been completed.

**What will happen if I don't want to carry on with this research?**

Participation in this research is voluntary and you and your child are free to withdraw from the research at any time without giving a reason. Any research data collected before your withdrawal may still be used, unless you request that it is destroyed.

**Will my taking part in this study be kept confidential?**

Yes. All records related to your participation in this research study will be handled and stored securely on an encrypted drive using password protection. Your identity on these records will be indicated by a code rather than by your name. The data will be kept for a minimum of 5 years. Data collected during the study will be stored and used in compliance with the UK Data Protection Act (1998) and the University's Data Protection Policy.

**Are there times when my data cannot be kept confidential?**

Confidentiality will be maintained unless a disclosure is made that suggests that imminent harm to self and/or others may occur. The small number of pupils (4-6) may mean that you or your child recognises some examples and experiences that have been shared in interviews. However, to protect their identity, no names or schools will be used.

**Further information and contact details**

If you have any questions or concerns about any aspect of the research, please contact me:

## Appendix G: Pupil-friendly Information Sheet

### Would you like to take part in my study?

#### Who am I?

Hello, my name is Claire Peters and I am an Educational Psychologist. This means I work with pupils and those who know them best to help make school a good experience.



#### What am I doing?



I am doing a study about being ready for secondary school and I would like to talk to you about yourself and your experiences of this.

#### Would you like to take part?



If you would like to take part I would need you and your parents to give permission.

#### What do you need to do?



If you agree to take part I will send you a small activity to complete before we meet. I will meet with you at your school, or somewhere else if you prefer. We will talk for around an hour about how ready you feel for secondary school and use the activity you completed to help our conversation.

#### Can you change your mind and leave the study?

Yes. You can change your mind and stop talking to me whenever you like. You won't have to tell me why you want to stop.



#### Will what you say be kept private?



Yes. I will record our talks on a tape recorder. This is to help me remember what people tell me. Only I will listen to these recordings. I will not use your name in anything I write about the study. This means the study will be *confidential* and *anonymous*.

#### Will you find out the results of the study?

If you wish, I will let you know what I find out.



## Appendix H: Consent/Assent Form



**Research Title: *Pupils experience of 'readiness' for secondary school having an Education Health and Care Plan for speech and language needs.***

Please initial the statements below if you agree with them:	Parent Initial here:	Pupil Initial here:
1. I have read (been read) and understood the information sheet and have had the chance to ask questions.		
2. I understand that my (son/daughter's) participation in this research is voluntary and I (my son/daughter's) am free at any time to withdraw consent or any unprocessed data without giving a reason.		
3. I agree for my (son/daughter's) interviews to be recorded.		
4. I understand that my (son/daughter's) data will be anonymised so that it cannot be linked to the data. I understand that the sample size is small.		
5. I understand that there are limitations to confidentiality relating to legal duties (disclosure of threat of harm to self or others).		
6. I understand that my (son/daughter's) interviews will be used for this research and cannot be accessed for any other purposes.		
7. I understand that the findings from this research will be published in a thesis and potentially in a presentation or peer reviewed journal.		
8. I (my son/daughter's) am willing to participate in this research.		

Pupil name: .....

Parent name:.....

Signed.....

Signed.....

Date...../...../.....

Date...../...../.....

Researcher name: Claire Peters Signed.....

Date...../...../.....

**Thank you for your help.**

## Appendix I: Interview Schedule

1. **Tell me about yourself**  
(If not respond refer to visual aid...is there anything on here to help...)
2. **Can you tell me about your school?**  
(If not respond refer to visual aid...is there anything on here to help...)  
Can you tell me about the image/words you have chosen? Is one more important than others/why?
3. **Do you remember your first day?** What was that like? Can you describe it.
4. **Can you tell me about your new/secondary school**  
(If not respond refer to visual aid...is there anything on here to help...)  
What's that going to be like for you? Can you tell me about the image/words you have chosen? Is one more important than others/why? What are you most looking forward to? What are your thoughts about this school?
5. **How do you think this school is the same and different from your new school?** (Compare 2 pages of schools – what on one not on other). What will that be like for you? Do you feel ready for this? Is that important? How will you manage this
6. **How do you see yourself at school now?**  
Tell me about school life. What does a school day look like? Give examples of typical day
7. **What will secondary school life be like?**  
Can you picture your first day at secondary school what do you think this will be like? When you think about secondary school what comes to mind? What words/images/feelings jump in your mind? Can you tell me more about this?
8. **What does being ready for Secondary school mean to you?**  
What parts of secondary school do you feel "ready" for?  
Can you tell me more about this)? What has helped you to be ready? What things are most important? Are there things you don't ready for? Tell me more.
9. **Is there anything else that can help?**

Is there anything we have not spoken about for your experience of being ready for secondary school or anything else you feel important to add?

**Appendix J: Visual Aids to support interview**

**All about me**

Can you insert  
a photograph  
here



All about .....Primary

Can you insert  
a photograph  
here

All about .....Secondary

Can you insert  
a photograph  
here

## **Appendix K: Briefing and Debriefing Statements**

### **Briefing statement:**

My name is Claire and I am interested in how ready you feel for secondary school. I asked you to complete a few pages to help us talk about this. Have you brought this with you?

I'm going to be the learner and you the teacher. I will ask a few questions to help, but want you to say anything that is important to you. There are no right or wrong answers. You can ask for questions to be repeated and its okay to say if you do not want to answer a question. You can also for a break if you feel that you need one.

I will be recording our talk so that I can listen to what you have said again. I will use what you tell me in my study but I will not be using real names so only you will know what you have said.

Should you say something that I believe could cause harm to your or someone else, I have to report this to your school. Do you understand?

Do you understand why you are here and are you still happy to participate?

Do you have any questions before we start?

### **Debriefing statement:**

Thank you for your time today it is very important to me.

I hope you feel that I have listened to you and are happy for me to use this information.

You can change your mind about taking part and I will not use what you have shared.

If you would like to see me again to talk about anything we spoke about then you can let your parents know and I will arrange a visit to you.

My study is to find out how ready pupils feel for secondary school. I will use your and other pupil's experiences for this.

Are you happy to go back to your lesson now or would you like some time to talk to me an adult in school?

Thank you for helping me learn about you and school readiness

## Appendix L: Outline of IPA Stages 1-7 Based on Smith, Flowers and Larkin, 2009

### Stage 1: Reading and Listening to the Interviews

The transcript was read several times, whilst listening simultaneously to the audio recording. Smith et al., (2009, p82) stated that at this stage, the aim was to ensure that the participant remained the central focus of the analysis.

Here is an excerpt of an interview transcript taken from Keith (Participant 1):

*So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm er like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.*  
(20P1)

The brackets after the quote refer to which participant this came from and where it can be located in the original transcript. So this quote is the 20<sup>th</sup> utterance from Participant 1 (20P1).

Key to Transcript notation used in quoted extracts

... Significant pause  
(pointed to visual) explanatory material added by the researcher

### Stage 2: Initial Notes

At this stage of note-taking, the transcript was re-read and heard several times. The focus at this stage was to notice any particular emphasis on a word, change of pace or tone, and significant pauses. The transcript was formatted into a table suggested by Smith et al., (2009) which provided three columns for the three different aspects of note-taking: descriptive, linguistic and conceptual to one side (in this instance the right) of the transcript.

#### 2.1 Descriptive comments

The initial form of note taking involved comments summarising the content of what the participant had said. These were noted on the right of the text in blue. These were the first of three forms of initial notes recommended by Smith et al, (2009). For example, within Cassie's (Participant 5) transcript a descriptive comment regarding her feelings towards secondary was:

When asked what year group she will be in, she answers that she will be in year seven and then expresses distress that she is in a different class to the one she thought she was going to be in. She thought she would be in Row class. (226P5).

#### 2.2 Linguistic comments

The second form of note taking was to add comments regarding the participant's use of specific language. These were written to the right in pink. These focused on the language choice, pronoun use, tone, repetition, pauses and pace. For example, in interview, a linguistic

comment noted for Harry (Participant 6) when he was talking about his achievements in sports:

Use of noise “vroom” to bring to life how fast the ball was travelling. Use of actions alongside fast pace of words to reinforce his story. Speed described as a “hundred, is this a learnt phrase – hundred miles an hour? (168P6)

### 2.3 Conceptual comments

The third form of note-taking was to consider conceptual comments. These focused on a more interrogative level of reflection on the participant’s experience. These were noted in green. These explored on a more analytical level what implicit meanings were of what the participant was saying. For example, in interview, a conceptual comment about what Alice (Participant 3) had said about her concept of friendship:

Her basis of friendship is playing tricks on them. Is this about control? Tricks are based on her knowing something they do not. Power. (74P3).

### Stage 3: Emergent Themes Identified

During the next stage of analysis, the researcher explored the transcript for emergent themes. This involved the reduction of the data generated from the transcription and the notes into a column of emergent themes to the left of the transcript. This was in purple. Each was related and referenced to the particular statement in the transcription which articulated that theme. This process was to ensure that the themes were connected to the essence of the text (see appendix Y for an extract). As Smith et al., (2009, p92) stated, “themes are usually expressed as phrases which speak to the psychological essence of the piece and contain enough particularity to be grounded and enough abstraction to be conceptual”. Therefore the emergent themes should reflect the researcher’s interpretation of the participant’s statements. Some of the emergent themes were taken verbatim from the initial notes and some were paraphrases. The aim was to transform them into concise psychological statements.

#### 3.1 The Hermeneutic Circle

The researcher aimed to apply the hermeneutic circle to identify emergent themes. This was described by Smith et al., (2009) as the process of interpreting the part in relation to the whole, and vice versa; honouring that which is expressed in any particular utterance, whilst holding in mind the Gestalt of the interview in its entirety. The table extract below is an example of an emergent theme referenced to excerpts and initial notes from the transcript of Keith (Participant 1). Although initial notes are not typically included alongside the key words/quote, it was felt that for some excerpts including notes added a richness to help contextualise what the participant was saying, given their speech and language needs.

<b>Emergent Theme 10: Avoidance and humour as a coping mechanism – “I was like “ooh this is different”.</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
30P1.	Appears to not wish to continue this conversation. Is it upsetting or is this the extent of his conversational skills? Avoidance?

	Mmm and erm at home I got all the Roald Dahl books.
110P1.	He affirms hesitantly that it was the dog's grave that he saw. Ye.. yes.
138P1.	Erm that, well we were blindfolded and we had to erm I didn't know where I was going and I was like "aaaw help, where's John" (laughs) and I eventually got to him I was like "ah" (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like "ooh".
148P1.	But it was good fun as well. Yeah I think I nearly hit a tree (laugh).
286P1.	But erm when you first get there it's a bit like "ooh" (laughs) like different and a bit hard to go somewhere.
312P1.	Mm and and when when I came back to England and to this school I was like "ooh this is different" (laughs) erm and I didn't know how to spell or do anything or write.
378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.

At stage three, looking for emergent themes, the researcher looked to see whether an emergent theme was found across the initial notes. The process involved looking at the whole and then the parts, and then from the parts, back to the whole. This process was repeated over until the emergent themes were felt to represent the researcher's understanding and interpretation of the transcript. Appendices S-X contains the emergent themes with reference to excerpts and initial notes from the transcripts for all six pupils.

#### **Stage 4: Subordinate Themes Identified**

The next stage involved the emergent themes drawn from a transcript being clustered into subordinate themes. The emergent themes were put into a word document and then grouped into related themes using the following four techniques, as suggested by Smith et al., (2009) for identifying subordinate themes.

##### 4.1 Abstraction

Abstraction is the technique used once a grouping of emergent themes emerges, and a concept that appears to underpin them becomes a subordinate theme. For example, in Ellie's (Participant 4) transcript the subordinate theme of "Friendships" was created to explain the phenomenon, which appeared to underpin a set of emergent themes (concept of "best" friend, concept of friendship, friendship based on need and friendship reflecting family life).

##### 4.2 Subsumption

Subsumption was used when a subordinate theme directly developed out of the title of an emergent theme. For example, the subordinate theme of "sense of power or control" came directly out of its emergent theme (Alice, Participant 3).

##### 4.3 Polarisation

Polarisation was used when emergent themes with an oppositional relationship were clustered. For example, the subordinate theme "resilience and vulnerability" in the transcript of Keith (Participant 1) included emergent themes relating to managing difficult emotions, managing success and vulnerability.

##### 4.4 Contextualisation

Contextualisation is a technique suggested by Smith et al., (2009) whereby temporal, narrative and cultural components are identified within the data analysis. This included noting and grouping occasions where particular events or processes were discussed and subsequently formed subordinate themes. For example, “Perceptions of School” for Mollie (Participant 2) included the following emergent themes: Positive experience of primary, positive experience of secondary, school as a social place, school as same, school as different, school as a physical structure, school as a place to learn and school as hard.

The researcher used all of the above techniques to generate subordinate themes (see appendix R), which Smith et al., (2009, p99) advocated for being able to push the analysis to a “higher level”. The extract below is an example of a subordinate theme created within the transcript of Cassie (Participant 5) and its contributing emergent themes:

<b>Subordinate Theme 2: Relationships (attachment)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 3:</b>	<b>Importance of names</b>
<b>Emergent Theme 4:</b>	<b>Sense of belonging</b>
<b>Emergent Theme 5:</b>	<b>Importance of parents</b>
<b>Emergent Theme 34:</b>	<b>Being part of a family</b>
<b>Emergent Theme 35:</b>	<b>Concept of friendship</b>

#### **Stage 5: The Process Repeated for each Transcript**

Each transcript was analysed on its own so that the individuality of each participants narrative would be honoured, the idiographic nature of IPA retained and novel themes would be encouraged to emerge (Smith et al., 2009). The next stage involved repetition of the first four stages for each of the other five transcripts. It was important that each was seen with a fresh lens and cross referencing and cross contamination did not occur. It was important for the researcher to be consciously aware when notes reflected comments in other transcripts, but bracketed these off during the first four stages so that each new transcript was treated as if it were the first (and only). However, it is also possible that connections occurred unconsciously and so the researcher tried to remain mindful of the potential for this to happen and to bring it to awareness wherever possible.

#### **Stage 6: Superordinate Themes Identified**

Once all transcripts had been analysed individually and their emergent themes identified, the next stage was to search for patterns across all the interviews. All subordinate themes from the transcripts were combined and arranged into clusters of related concepts. A superordinate theme was created from related subordinate themes which were present in 75% of the transcripts, so that it could be argued that they were representative of the group. For example, all six transcripts generated seven of the superordinate themes. In order to maintain connection with the transcripts, each superordinate theme was referenced back to its representative emergent and subordinate themes. See appendix Q for a summary of superordinate themes and data trail through the subordinate and emergent themes for all six participants.

#### **Stage 7: Overarching Themes Identified**

The data analysis was concluded in the final stage whereby overarching themes that best captured the connections and relationships between clusters or superordinate themes were

identified. This involved capturing the essence of the superordinate themes to conceptualise and understand the participants' experiences, whilst staying grounded in the data from the transcripts. The titles of themes were considered in terms of psychological concepts instead of general or descriptive ones, to better capture the participant's experiences at a thematic level.

This stage involved capturing the complexity of the data generated from all six interview transcripts within a few discrete concepts. A graphical representation was created to show how superordinate themes interrelated with one another to evolve into the overarching themes and how these related back to the data as referenced by extracted textual illustrations. The hermeneutic cycle of continual sense making was returned to at each stage to ensure that the themes were always reflecting the data. The researcher used a support group of peer students also working on Doctoral studies to follow the stages of analysis to ensure these were valid.

**Data Trail:** This table shows the data trail for the data analysis included in the appendices

<b>Data Analysis Stage</b>	<b>Appendix Content</b>	<b>Appendix</b>
Stages 1-3: reading, initial notes and emergent themes	An interview transcript excerpt (Participant 1, Keith) with initial notes and emergent themes	X
Stage 4: Subordinate themes	Subordinate themes for P1 (Keith) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	R
Stage 5: repeat stages 1-4 for all 6 participants	Subordinate themes for P2 (Mollie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	S
	Subordinate themes for P3 (Alice) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	T
	Subordinate themes for P4 (Ellie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	U
	Subordinate themes for P5 (Cassie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	V
	Subordinate themes for P6 (Harry) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	W
Stage 6-7: Superordinate and overarching themes	Overview of the data trail for the four overarching themes Overarching and Superordinate Themes with extracts Overview of the data trail for each of the nine superordinate themes	O P Q

### Frequency of Thematic Findings

Stage 7 yielded four overarching themes from the six transcripts. Eight of the superordinate themes derived from all six transcripts, one from five of the six transcripts. Appendix O shows the overview of Overarching themes and data trail to Superordinate, Subordinate and Emergent themes for all six participants, Appendix P shows the overview of the Overarching and Superordinate themes with examples from all participants. Appendix Q shows an overview of the Superordinate themes data trail to Subordinate and Emergent themes for all six participants.



**Appendix M: Letter of Ethical Approval**

The Tavistock and Portman   
NHS Foundation Trust

Quality Assurance & Enhancement  
Directorate of Education & Training  
Tavistock Centre  
120 Belsize Lane  
London  
NW3 5BA

Tel: 020 8938 2699  
[www.tavi-port.org](http://www.tavi-port.org)

Claire Peters

**By Email**

23 March 2017

**Re: Research Ethics Application**

***Title: Pupil experience of "readiness" when joining mainstream secondary school having previously attended enhanced provision for speech and language***

Dear Claire,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,



**Paru Jeram**  
Secretary to the Trust Research Degrees Subcommittee  
T: 020 938 2699  
E: [pjeram@tavi-Port.nhs.uk](mailto:pjeram@tavi-Port.nhs.uk)

cc. Brian Davis, Course Lead

## **Appendix N: Extracts from Reflective Journal**

### **Interview 1: 6<sup>th</sup> July 2017**

Alice was reluctant to enter the room. I introduced myself by first name and the teacher checked Alice was allowed to call me this. This seemed to help her relax. She sat and volunteered how nervous she felt. We spent a few minutes chatting and I told her she could tell me whether she thought I had been a good learner and listener at the end. What I did notice was that her speech was much clearer than I had anticipated. The interview went well up to a point. She then began to disengage by not talking and miming. This became very hard in terms of recording her words. She also kept saying “pranked” and so it was not always clear whether what she was saying was a true account. In terms of a power imbalance, I felt that this was tilted in her favour. Saying 'pranked' suggested to me that she was not stressed by the situation and was in fact enjoying herself. The interview was concluded sooner than I would have liked. She took charge of the session wanting to run quickly through the visuals. She was heavily reliant on these and seemed really keen to share them which suggested that they were an important tool. At times, when I did not follow her or misunderstood, she laughed attributing the fault to me. She also fed back that she liked being the teacher and me the student. She said I was not a good student as I had not found out enough about her, but when I asked what more she would have liked me to know, she struggled to answer. She told me she had pranked me again and that I was a good listener. I was left emotionally drained at the end of this interview. This interview stayed with me for a long time and left me feeling humiliated and angry and I wondered if I was reflecting how Alice felt. Was this her transferring how relationships with adults make her feel? She had said she was nervous so how much did she willingly consent? Was I a tool for her to project how she was feeling? She appeared to leave feeling happy and so perhaps I was the container for these feelings. I had said I was the pupil and she the learner so perhaps she had taken this literally?

### **December 18<sup>th</sup> 2017**

As I begin to do my first read of the typed script whilst I listen to the audio to add my first thoughts and notes I am struck by the lack of detail in the participants response. I seem to have done a lot of talking to get them to talk. I am worried that I don't have enough rich material from my participants to analyse them in the depth I want. What if this does not allow me to delve into the rich experiences I desire? Will this also lead to difficulties in trying to compare experiences? On the other hand this “not knowing” feels like true IPA I have no idea yet what the messages are going to be. I think that an earlier module undertaken on the course ‘Therapeutic Communication with Children’ has become more important than I realised. This of course will be valuable in the interpretation stage when I can draw upon Psychodynamic thinking to reflect on the unconscious processes in what they were bringing to the conversation, but just as importantly, in the process of double hermeneutics and being attuned to the complex interplay of the participants feelings and my own.

### **July 30<sup>th</sup> 2018**

As I am immersed in the ongoing analysis of the transcripts, I am struck that I know these accounts so well and yet the experience is probably long forgotten by the participants. It makes me wonder what they would say about their experiences now should I speak to them again.

### **18<sup>th</sup> October 2018**

As I am now considering cross case analysis, it is of interest just how many commonalities occurred in participant's accounts. I hope it reflects my ability to treat each case as unique that I am only discovering this now, but I am aware that it could also be due to unconscious processes.

The process of organising into themes is more complex than anticipated as my stance as a researcher is to represent the unique and personal experience and not to condense rich information into quantifiable data. It is difficult as I know the accounts so well, to extract relevant information to the phenomenon and discard other information. It is only now as I organise the themes in superordinate and overarching themes that I truly understand the nature of double hermeneutics.

Overarching Themes	Superordinate Themes ←Appendix P →	Subordinate Themes ←Appendix Q →	Transcript					
			Emergent Themes (Total 207)					
			43	40	26	32	38	28
			Keith	Mollie	Alice	Ellie	Cassie	Harry
<b>Concept of self, family and life experience</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> <li>77 Emergent Themes</li> <li>7 Subordinate themes</li> <li>3 Superordinate themes</li> </ul>	<b>Concept of self</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	Identity		5	2	3	2	
		Internal aspects of self	2	1				3
		External aspects of self	3	1				3
	<b>Personal constructs</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	World view	3	2	3	1	5	2
		Wanting to be known	4	1	1	1	1	1
	<b>Attachment</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	Relationships	3	3	3	4	4	2
		Friendships	1	1	1	3	1	1
<b>Risk and Resiliency and Coping tools</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> <li>39 Emergent Themes</li> <li>4 Subordinate themes</li> <li>2 Superordinate themes</li> </ul>	<b>Emotional intelligence, vulnerability and resilience</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	Expressing emotions	2	2	2	1	2	1
		Vulnerability	1	3	1	2	2	2
	<b>Defence mechanisms</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	Power and control	2	2	2		2	2
		Coping tools	3	2		1	2	
<b>Language skills and the impact on personal narratives</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> <li>32 Emergent Themes</li> <li>4 Subordinate themes</li> <li>2 Superordinate themes</li> </ul>	<b>Impact of language on expressing views</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	Impact of Language	4	3	2	2	2	1
		Communication tools	2	2	2	2	3	1
	<b>The lived experience</b> <ul style="list-style-type: none"> <li>5 transcripts</li> </ul>	Bringing lived experience to life	1	1				1
		Understanding based on experience	1			1	1	
<b>Experiences of the education system</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> <li>59 Emergent Themes</li> <li>6 Subordinate themes</li> <li>2 Superordinate themes</li> </ul>	<b>School as a system</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	The building blocks of school	2	3	3	4	4	3
	<b>School as a rite of passage</b> <ul style="list-style-type: none"> <li>All 6 transcripts</li> </ul>	Perceptions of school (sec)	2	2	2	2	2	1
		School as a positive experience	1	2	1	1	1	2
		School as "hard"	2	1				
		School as a journey	3	2	1	2	2	1
		School readiness	1	1		2	2	1

## Appendix P: Overarching and Superordinate Themes data trail

<b>Overarching Themes (with one exemplar from each participant from the Superordinate Themes)</b>
<p><b>1. Concept of Self, Family and Life Experience</b></p> <p><b>Concept of Self</b>            Keith: Well before I came back to England (pause) I used to be in Spain. That's where I was born. 310P1            Mollie: My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.48P2            Alice: ....I go horse riding with my mum. 4P3            Ellie: ... taking my dogs for a walk 4P4            Cassie: <b>I can wear any shoes today 144P5</b>            Harry: I like climbing on things and (pause). My I'm an active person who runs around and plays around and (pause).</p> <p><b>World View/Personal constructs</b>            Keith: And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn't know err like (whisper to self) err (whisper to self) err like it was like really different. 330P1            Mollie: .....but I got my own. 316P2.            Alice: Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that. 210P3.            Ellie: ... I got other best friends. 50P4            Cassie: We go anywhere. 102P5            Harry: ..He sometimes he plays rough, sometimes he doesn't play rough. 26P6</p> <p><b>Attachment</b>            Keith: Yeah we had to hold on to each other and sometimes I let go I was like "ooh". 142P1            Mollie: I've been in here a long time. 130P2.            Alice: They are all good friends. I got two Maisie, my mm new school, and Helen, my new school. 42P3            Ellie: Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.52P4            Cassie: We go anywhere. 334P5            Harry: I made a lot of friends already. 292P6</p>
<p><b>2. Risk and Resiliency and Coping tools</b></p> <p><b>Emotional Intelligence, Vulnerability and Resilience</b>            Keith: Err terrified. 144P1            Mollie: Yeah. I'm going to miss them. 426P2            Alice: Err a bit scared and all that. 156P3            Ellie: Yeah and I've got friends who can show me around. Tell me where the classes are because I'll get confused because it's big and there a stair with loads of classes.180P4            Cassie: Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs. 270P5            Harry: I was very scared (laughs). 108P6</p> <p><b>Defence Mechanisms</b>            Keith: Mm and and when when I came back to England and to this school I was like "ooh this is different" (laughs) erm and I didn't know how to spell or do anything or write. 312P1            Mollie: You get used to it. 392P2            Alice: Yeah Lucy always rush me and I don't like it. My mum always not rush me. 138P3            Ellie: Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying. 96P4            Cassie: Yeah and that is all.134P5            Harry: That's iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport. 254P6</p>

### 3. Language skills and the impact on Personal Narratives

#### Impact of language on expressing views

Keith: Oh yeah you have to do the night before the day happens. 418P1.

Mollie: Yeah I put a year back here. 132P2.

Alice: Fff a little bit nervous and fff (long Pause) err. 184P3

Ellie: Ttt (long pause) ttt ITV? 46P4

Cassie: They they can move me up the next like class. 234P5

Harry: (deep breath) First in year year three I couldn't read a any books, I couldn't write (pause). 106P6

#### Sharing the lived experience

Keith: But erm when you first get there it's a bit like "ooh" (laughs) like different and a bit hard to go somewhere. 286P1

Mollie: He died. And the person said "it was not the aeroplanes it was the beauty that killed the beast". 210P2

Ellie: Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science. 224P4

Cassie: I don't know I didn't been in my new class yet. 268P5

Harry: And then I was good in there, but then I went "woowoowo" and I was a tiny bit bad in year four.

### 4. Experiences of the Education System

#### School as a system

Keith: Erm it it's much much much more bigger than our school but I've seen the library and it's really cool. 168P1

Mollie: Erm I go and play (pause) it was with their gym equipment. 250P2

Alice: Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class. 102P3

Ellie: Because it's massive and you change classes. 232P4

Cassie: That that big (arms outstretched). 216P5

Harry: Yeah you have to say Sir. 276P6

#### School as a rite of passage

Keith: Yeah I've tried it on before yeah and it's like it's like really cool thing. 404P1.

Mollie: Erm ready to meet new friends. 380P2

Alice: Because it's more nicer than Bowden school. 206P3

Ellie: Electricity that we had. It's a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool. 156P4

Cassie: Playing with my....making new friends. 334P5

Harry: I'm ready for everything except English and Humanities. 256P6

1. Concept of self

Subordinate Theme	Participant 1 Emergent themes	Participant 2 Emergent themes	Participant 3 Emergent themes	Participant 4 Emergent themes	Participant 5 Emergent themes	Participant 6 Emergent themes
Identity		Self as special Self as teacher Social self Self as a learner More to self than school	Sense of self Self as fun/prankster	Presenting herself as an animal lover Being special Self concept	Concept of self Being special	
Internal aspects of self	Self as unique Self as expert	Internal aspects of Self				Being good and bad Self as a learner Sense of achievement
External aspects of self	Self as an animal lover Self as a food lover Sense of fun	External aspects of Self				Self as sportsman Other aspects of self Self as active person

2. Personal Constructs

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
World view	Importance of ownership Concept of difference Presuming his world is understood	Importance of ownership Her perception of reality	Assuming her world is known Her world for others to follow Importance of play	Concept of same and different	Sense of Pride Importance of play Being excluded Sense of freedom Assumption her world is understood	Importance of detail Importance of being understood
Wanting to be known	Importance of being understood Importance of being known Importance of how he presents himself Importance of detail	Wanting to be known	Wanting to be known	Wanting to be known/how she presents herself	Importance of being understood - known	Wanting to be known

Appendix Q: Superordinate and Subordinate Themes data trail

## 3. Attachment

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Relationships	Self in relation to others at home Sense of belonging Names reflect importance	Sense of belonging Importance of relationships Importance of names	Family Relationships Names signify importance Sense of belonging	Sense of belonging Importance of names Importance of history with others Following in family footsteps	Importance of names Sense of belonging Importance of parents Being part of a family	Sense of belonging Importance of names
Friendships	Concept of friendship	Concept of friendship	Importance of friendships	Concept of best friend Concept of friendship Friendship reflecting family life	Concept of friendship	Concept of friendship

## 4. Emotional intelligence, vulnerability and resilience

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Expressing emotions	Managing difficult emotions Managing success	Expressing Emotions Conflicting Emotions	Expressing emotions Unwilling or unable to express herself	Expressing emotions	Expressing emotions Empathy for others	Expressing emotions
Vulnerability	Vulnerability	Vulnerable self Not remembering Sense of loss	Self as vulnerable	Friendships based on need Being vulnerable	Isolation Change is unsettling - the need for stability	Self as vulnerable Not knowing

## 5. Defence mechanisms

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Power and control	Feelings of control True Views?	In control of conversation Her voice or others?	The need to move at her pace Sense of power/ Feelings of control		Being in control of what she will share Response based on interest	In control of conversation - Power Response based on interest
Coping tools	Avoidance and humour as a coping mechanism Importance of familiarity Knowing how things work	Importance of rules and routines Importance of familiarity		Importance of familiarity	Importance of knowing Coping tools	

## 6. Impact of language on expressing views

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Impact of Language	Emotions and language Literal interpretation Topic Jumping Language and motivation	Language or motivation Language and confidence Literal interpretation	Literal interpretation of language Language and motivation	Literal interpretation Language or experience	Literal interpretation Language impacted by feelings	Language and resilience
Communication tools	Importance of visuals Needing time to formulate a response	Use of visuals Time to formulate response	Time to formulate response Use of visuals and actions to support narrative	The importance of visuals Time to form a response	Time to collect thoughts Reliance on visual support Actions are easier than words	Time to respond

## 7. The lived experience

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Bringing lived experience to life	Bringing the lived experience to life	Bringing the experience to life				Using actions to tell narrative
Understanding based on experience	Understanding is based on the lived experience			Understanding is based on real experiences	Understanding based on the lived experience	



## 8. School as a system

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
The building blocks of school	School as a physical entity Secondary school as a place for structure	School as a social place School as a physical structure School as a place to learn	School as a place for learning School as a place for routine School as a social place	School as a place of learning School as a social place School as a place of structure and routines School as a physical structure	School as a place for rules and need to conform School as a physical entity School as a place for learning School as a social place	School as a place of structure Following rules/need to conform School as a physical structure

## 9. School as a rite of passage

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Perceptions of school	Secondary School as better Secondary School as different	School as same School as different	Secondary as different Secondary as better	Secondary as better Secondary as different	Secondary as different Secondary as better	Secondary as different
School as a positive experience	Secondary school as fun	Primary School as a positive experience Secondary School as a positive experience	School as a positive experience	Belief in school as a good experience	School as a positive experience	School as a positive experience - Primary School as a positive experience - Secondary
School as hard	Secondary School as "hard" Primary School as "hard"	Secondary school as hard				
School as a journey	Embracing new experiences (taking risks) Moving on Growing up	Moving on Embracing new experiences	Moving on	New experiences School as a journey - moving on	Embracing new experiences School as a journey - Moving on	Moving on
School readiness	Secondary School readiness	Feeling ready		Feeling ready for secondary school Being ready for secondary school	Feeling ready for secondary Being ready for secondary	Feeling ready for secondary school

## Appendix R: Subordinate and Emergent Themes Participant 1

### Subordinate Themes: Participant 1 (Keith)

<b>Subordinate Theme 1: Internal aspects of self – what I believe</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Self as “unique”
Emergent Theme 8:	Self as expert
<b>Subordinate Theme 2: External aspects of self – what I show</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 2:	Self as an animal lover
Emergent Theme 3:	Self as a food lover
Emergent Theme 4:	Sense of fun
<b>Subordinate Theme 3: World View</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 9:	Importance of ownership. Desire to impress
Emergent Theme 28:	Concept of difference
Emergent Theme 40:	Presuming his world is understood
<b>Subordinate Theme 4: Managing Emotions</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 12:	Managing difficult emotions
Emergent Theme 13:	Managing success
<b>Subordinate Theme 5: Vulnerability</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 42:	Vulnerability
<b>Subordinate Theme 6: Defence Mechanisms and coping tools</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 10:	Avoidance and humour as a coping mechanism
Emergent Theme 15:	Importance of familiarity
Emergent Theme 19:	Knowing how things work
<b>Subordinate Theme 7: Wanting to be known</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 5:	Importance of being understood
Emergent Theme 6:	Importance of being “known”
Emergent Theme 7:	Importance of how he presents himself
Emergent Theme 20:	Importance of detail
<b>Subordinate Theme 8: The lived experience</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 16:	Bringing the lived experience to life
Emergent Theme 23:	Understanding is based on the lived experience
<b>Subordinate Theme 9: Relationships (attachment)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 17:	Self in relation to others at home
Emergent Theme 18:	Sense of belonging
Emergent Theme 37:	Names reflect importance
Emergent theme 43:	Concept of friendship
<b>Subordinate Theme 10: Concept of Control and Power</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 21:	Feelings of control
Emergent Theme 41:	True Views?
<b>Subordinate Theme 11: Impact of language</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 11:	Emotions and language interact
Emergent Theme 24:	Literal interpretation
Emergent Theme 25:	Topic Jumping
Emergent Theme 27:	Language and motivation
<b>Subordinate Theme 12: Communication tools</b>	
Emergent Theme No:	Emergent Theme Title:

<b>Emergent Theme 22:</b>	<b>Importance of visuals</b>
<b>Emergent Theme 26:</b>	<b>Needing time to formulate a response</b>
<b>Subordinate Theme 13: Perceptions of secondary school (personal construct)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 30:</b>	<b>Secondary School as “better” (moving on)</b>
<b>Emergent Theme 31:</b>	<b>Secondary School as “different”</b>
<b>Emergent Theme 35:</b>	<b>Secondary school as fun</b>
<b>Subordinate Theme 14: School as “hard”</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 32:</b>	<b>Secondary School as “hard”</b>
<b>Emergent Theme 33:</b>	<b>Primary School as “hard”</b>
<b>Subordinate Theme 15: Building blocks of school</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 29:</b>	<b>School as a physical entity</b>
<b>Emergent Theme 34:</b>	<b>Secondary school as a place for structure</b>
<b>Subordinate Theme 16: School as part of a journey (Narratives)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 14:</b>	<b>Embracing new experiences (taking risks)</b>
<b>Emergent Theme 38:</b>	<b>Moving on</b>
<b>Emergent Theme 39:</b>	<b>Growing up</b>
<b>Subordinate Theme 17: Concept of School readiness</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 36:</b>	<b>Secondary School “readiness”</b>

#### List of Emergent Themes:

Emergent Theme 1: Self as unique -- “I love mussels”  
Emergent Theme 2: Self as an animal lover  
Emergent Theme 3: Self as food lover -- “that spaghetti Bolognese is better than this one”  
Emergent Theme 4: Sense of fun  
Emergent Theme 5: Importance of being understood  
Emergent Theme 6: Importance of being known  
Emergent Theme 7: Importance of how he presents himself– using self-talk  
Emergent Theme 8: Self as expert (desire to impress)  
Emergent Theme 9: Importance of ownership. Desire to impress  
Emergent Theme 10: Avoidance and humour as a coping mechanism - “I was like “ooh this is different”.”  
Emergent Theme 11: Emotions and Language interact  
Emergent Theme 12: Managing difficult Emotions - - “I was like “oh”.”  
Emergent Theme 13: Managing Success –“ I was like really?”  
Emergent Theme 14: Embracing new experiences (taking risks)  
Emergent Theme 15: Importance of familiarity – “But I soon got used to it”  
Emergent Theme 16: Bringing the lived experience to life  
Emergent Theme 17: Self in relation to others  
Emergent Theme 18: Sense of Belonging  
Emergent Theme 19: Knowing how things work  
Emergent Theme 20: Importance of detail  
Emergent Theme 21: Feelings of control  
Emergent Theme 22: Importance of visuals  
Emergent Theme 23: Understanding based on experience  
Emergent Theme 24: Literal interpretation  
Emergent Theme 25: Topic jumping  
Emergent Theme 26: Needing time to formulate a response  
Emergent Theme 27: Language and motivation  
Emergent Theme 28: Concept of difference  
Emergent Theme 29: Secondary School as a physical entity – “much bigger than our school”  
Emergent Theme 30: Secondary School as better – “science erm like dragon breath like fire”  
Emergent Theme 31: Secondary School as different – “Oh yeah that’s really different”  
Emergent Theme 32: Secondary School as hard

Emergent Theme 33: Primary School as hard - "Sometimes I struggle a bit"  
 Emergent Theme 34: Secondary as a place for structure  
 Emergent Theme 35: Secondary school as fun  
 Emergent Theme 36: Secondary School readiness "you'll get used to it"  
 Emergent Theme 37: Names reflect importance  
 Emergent Theme 38: Moving on - "really cool"  
 Emergent Theme 39: Growing up  
 Emergent Theme 40: Presuming his world is understood - "sort of thing"  
 Emergent Theme 41: True Views?  
 Emergent Theme 42: Vulnerability - "I didn't really understand"  
 Emergent Theme 43: Concept of friendship

### Data Trail for Emergent Themes

<b>Emergent Theme 1: Self as unique – "I love mussels"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P1.	Errm.. (cough) well I like, well I love mussels.
4P1.	Yeah. ..(pause) and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
14P1.	So I like all types of erm food.
180P1.	Well I like painting dragons.
310P1.	Well before I came back to England (pause) I used to be in Spain. That's where I was born.
316P1.	Like really, really different because I used to go into a Spanish school so I didn't really understand.
<b>Emergent Theme 2: Self as an animal lover</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
92P1.	Hm erm well well I like dogs' right, erm well but that's like my favourite things.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
246P1.	Ooh yeah the farm, farm club they do like a farm there.
248P1.	And there were like two dogs, like little ones.
250P1.	And erm they were really cute and and (pause).
<b>Emergent Theme 3: Self as a food lover – "that spaghetti Bolognese is better than this one"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P1.	Errm.. (cough) well I like, well I love mussels.
4P1.	Yeah. ..(pause) and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
14P1.	So I like all types of erm food.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
454P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
458P1.	Confirms with confidence that food at the secondary school is better. Yeah.
<b>Emergent Theme 4: Sense of fun/humour</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
134P1.	Yeah it was really fun.
148P1.	But it was good fun as well. Yeah I think I walked into a tree (laugh).
234P1.	Yeah the goggles erm I erm I was like oh yeah "James Bond".
244P1.	Presents himself as having fun, laughing at his invisible glasses joke.

	(Laugh) mm.
256P1.	Yeah I can do a really good chicken noise.
258P1.	(did impression of chicken).
436P1.	He appears relaxed and laughs enjoying the joke about James Bond and his gadgets from the earlier conversation. (Laughs) yeah yeah.
<b>Emergent Theme 5: Importance of being understood</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
6P1.	Yes oyster (nodding).
76P1.	Yeah and and it goes it in to London and then them two them three go on to Thunderbird 1.
78P1.	Yeah and then and then through the Thunderbird 1 those three get out of Thunderbird 1 and then they go into Thunderbird 2 and then erm they hit the (pause) train track.
80P1.	And then it went into the water so she (pause) ppp was gonna go in there.
176P1.	Erm, No, but there's like a part in the door so you can go through there and choose your book.
184P1.	Yeah I I did it at home.
242P1.	He continues the James Bond analogy saying "invisible glasses". Important to share how it made him think of James Bond. Invisible glasses.
252P1.	He corrects that he went to the farm, not the farm club. Yeah the farm yeah.
302P1.	Yes that's it! Blazers.
332P1.	Wanting to be understood and checking for any misunderstanding. To that school.
<b>Emergent Theme 6: Importance of being known/having a voice</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
22P1.	This is likely to still be a raw emotion to him. Wanting it to be known it was recent. Erm this.
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
32P1.	Erm (pause) I'm not... I don't think so but that (points to picture) the BFG's my favourite.
46P1.	(laugh) Yeah erm (cough) and on my X-box I play Minecraft, sometimes.
68P1.	Mm. Erm I've seen the new Thunderbirds.
70P1.	Yeah erm I I like that one (points to a craft in the picture) and erm (cough) erm mm err it's like erm it's like erm its sort of a cartoon but in realistic.
80P1.	And then it went into the water so she (pause) ppp was gonna go in there.
84P1.	Yeah and that's in there (points to picture of craft). Oh yeah at home I have all the Thunderbirds and the Tracey Island.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
104P1.	It appears that he lacks confidence in sharing intimate information. He feels this may happen once friendships are established. Yeah.
106P1.	Erm well they know that I like mussels and some of the children, my friends, erm know that erm my erm dog died erm and that when I went to my granny's I mean nanny's house erm I saw like a grave but I didn't know.
136P1.	Yeah I climbed up that very very tall erm tower sort of thing and that that was me yeah that one (point to picture of self).
276P1.	Yeah and homework club yeah (whisper to self "what else") Lego club yeah.
416P1.	Yeah. Sometimes I struggle a bit.
<b>Emergent Theme 7: Importance of how he presents himself– using self-talk</b>	
<i>Excerpt</i>	<i>Initial Notes</i>

<i>No:</i>	
276P1.	Yeah and homework club yeah (whisper to self “what else”) Lego club yeah.
324P1.	Err um I remember the two teachers (whisper to self) err I came back in year three.
330P1.	And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn’t know err like (whisper to self) err (whisper to self) err like it was like really different.
388P1.	Well if you like get it I mean if you have a if you have like erm (pause) erm like (whisper) mm.
<b>Emergent Theme 8: Self as expert (giving an opinion)</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
8P1.	Yeah but they’re sweet.
32P1.	Erm (pause) I’m not... I don’t think so but that (points to picture) the BFG’s my favourite.
36P1.	Yeah it’s really good.
40P1.	No, but the film is better.
42P1.	He confirms his belief that the film is better than the book, but does not say how. Yeah.
44P1.	He is able to give opinions but does not back this up with additional information. Lack of ability or opportunity? Yeah.
60P1.	Yeah it’s really good.
62P1.	Yeah. Yeah, My dad didn’t know how to err connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked.
452P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
456P1.	Enjoys the joke about not telling his current school cook that the secondary school food is better. (Laughs) Yes.
<b>Emergent Theme 9: Importance of ownership. Desire to impress</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
18P1.	Confirming that the picture of mussels on his visual aid was chosen by himself. Err yeah, yeah.
30P1.	Mmm and erm at home I got all the Roald Dahl books.
56P1.	Is knowing how something works (process) or owning more important to him than what he does with it? The mechanics? Does this fit with his need to know? (Laughs) yeah and like do stuff with it.
84P1.	Oh yeah at home I have all the Thunderbirds and the Tracey Island.
86P1.	(laugh) So I have all of them.
<b>Emergent Theme 10: Avoidance and humour as a coping mechanism – “I was like “ooh this is different””.</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
30P1.	Appears to not wish to continue this conversation. Is it upsetting or is this the extent of his conversational skills? Avoidance? Mmm and erm at home I got all the Roald Dahl books.
110P1.	He affirms hesitantly that it was the dog’s grave that he saw. Ye.. yes.
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.
148P1.	But it was good fun as well. Yeah I think I nearly hit a tree (laugh).
286P1.	But erm when you first get there it’s a bit like “ooh” (laughs) like different and a bit hard to go somewhere.
312P1.	Mm and and when when I came back to England and to this school I was like “ooh this is different” (laughs) erm and I didn’t know how to spell or do anything or write.

378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.
<b>Emergent Theme 11: Emotions and Language interact</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
340P1.	Difficulty talking about feelings. Self-protection or lack of language. Yeah.
342P1.	Difficulty talking about experience or lack of language? Is he just agreeing? Yeah.
414P1.	Erm erm err yeah like get when your homework done.
418P1.	Oh yeah you have to do the night before the day happens.
<b>Emergent Theme 12: Managing difficult Emotions – “I was like “oh”.</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
108P1.	So I read it the sign it said “Pugsy” I was like “oh”.
112P1.	Yes so I was a bit shocked, erm, but it just erm (cough) it's erm just like erm it came to a shock to me.
114P1.	Yeah I wasn't like that expecting it. I was like “oh” and erm yeah.
138P1.	Erm that, well we were blindfolded and we had to erm I didn't know where I was going and I was like “aaaw help, where's John” (laughs) and I eventually got to him I was like “ah” (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.
144P1.	Err terrified.
286P1.	But erm when you first get there it's a bit like “ooh” (laughs) like different and a bit hard to go somewhere.
330P1.	And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn't know err like (whisper to self) err (whisper to self) err like it was like really different.
334P1.	He expresses his feelings of being “afraid and worried” from “a bit” as expressed earlier to “really”. Erm well I was but I was like really afraid and worried.
352P1:	Erm really really different and erm (pause) erm like erm really fun as well.
378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.
416P1.	Yeah. Sometimes I struggle a bit.
<b>Emergent Theme 13: Managing success –“ I was like really?”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
68P1.	He does not appear to dwell on his achievement or feelings but moves on quickly. Is this replicating life moving on quickly before these have a chance to be explored? Mm. Erm I've seen the new Thunderbirds.
150P1.	Yeah but there was some, some ropes so yeah. Erm and and erm (coughs) and oh yeah we did archery in Earlswood erm and I got a red (laughs) but that's the only thing I got.
152P1,	Yeah I was like (modelled pulling string on bow) weee.
154P1.	Yeah it was like (modelled action).
156P1.	Yeah yeah I got a red.
158P1.	Yeah erm and we had a dress up day.
182P1.	Yes and that was a success (laugh) erm that was actually like actually 3D so erm erm we had a meeting at Hay High and a person said that was year Eight work (laugh).
186P1.	Not sure how to manage his success. I know (laugh).
188P1	He seems surprised that his work was well received, questioning this with “really”? I know I was like “really?” (laughs).
190P1,	I was like amazed.
192P1.	Yeah.



260P1.	Gives a non-committal response to the positive feedback with “Mm”. Mm.
262P1.	Accepting of praise but he already said it was a good impression. He does not dwell on his achievements. Yeah.
<b>Emergent Theme 14: Embracing new experiences (taking risks)</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
12P1.	It it was it was erm (cough) sour and sweet, but it was actually really nice.
14P1.	So I like all types of erm food.
62P1.	My dad didn’t know how to erm connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked .
130P1.	And erm we erm two, two or three weeks we had residential trip.
134P1.	Yeah it was really fun.
136P1.	Yeah I climbed up that very very tall erm tower sort of thing and that that was me yeah that one (point to picture of self).
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.
146P1.	It was like completely black.
148P1.	But it was good fun as well. Yeah I think I nearly hit a tree (laugh).
150P1.	Yeah but there was some, some ropes so yeah. Erm and and erm (coughs) and oh yeah we did archery in Earlswood erm and I got a red (laughs) but that’s the only thing I got.
174P1.	Yeah and they have inside here they got books that you could go in.
216P1.	We we used those for (pause) like a stick they have like at the end of the stick they had erm some chemicals and we put it through and then they changed different colour so it was really cool.
272P1.	Yeah I might erm I might I’ve got like erm a list that I might do.
274P1.	Erm I might do art erm (pause) the erm the farm club.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
382P1.	Belief that he will enjoy his first day. Based on taster day. Yeah.
400P1.	Mm erm yeah because usually you have like this erm paper to know where you’re going.
408P1.	Yeah I’m quite happy.
<b>Emergent Theme 15: Importance of familiarity – “But I soon got used to it”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
128P1.	Erm erm most we have Mr Soone.
284P1.	Erm its it’s like erm you’ll you’ll get used to it.
314P1.	So it’s a big a big difference.
316P1.	Like really, really different because I used to go into a Spanish school so I didn’t really understand.
328P1.	But erm (cough) I soon got used to it.
336P1.	Erm mm until I got used to this school.
344P1.	Err yeah I felt like a bit (pause) a bit (pause) better.
346P1.	He agrees that he felt a bit more prepared for his second day. Yeah.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
358P1.	He confirms that having the taster days has made him feel better about his first day at secondary. Yeah.
384P1.	He confirms that he is ready to experience the changes of going to a new school. Yeah.
<b>Emergent Theme 16: Bringing the lived experience to life</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>



48P1.	Sometimes I play car games and my dad he got me one of those controllers (motioned driving) for the X-box.
64P1.	I know, it was like "I didn't do anything" (mimicking dad).
108P1.	So I read it the sign it said "Pugsy" I was like "oh".
114P1.	Yeah I wasn't like that expecting it. I was like "oh" and erm yeah.
138P1.	Erm that, well we were blindfolded and we had to erm I didn't know where I was going and I was like "aaaw help, where's John" (laughs) and I eventually got to him I was like "ah" (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like "ooh".
148P1.	But it was good fun as well. Yeah I think I walked into a tree (laugh).
152P1.	Yeah I was like (modelled taking bow) weee.
154P1.	Yeah it was like (modelled action).
188P1.	I know I was like "really?" (laughs).
232P1.	Oh yeah and when I put the those on the (pause)...
234P1.	Yeah the goggles erm I erm I was like oh yeah "James Bond".
242P1.	Yeah the goggles erm I erm I was like oh yeah "James Bond".
256P1.	Yeah I can do a really good chicken noise.
258P1.	(did impression of chicken).
266P1.	Erm yeah that's, when I heard the farm I was like "ooh we don't have that here" (laughs). I was like "ooh chicken" (laugh) Yeah.
286P1.	But erm when you first get there it's a bit like "ooh" (laughs) like different and a bit hard to go somewhere.
312P1.	Mm and and when when I came back to England and to this school I was like "ooh this is different" (laughs) erm and I didn't know how to spell or do anything or write.
<b>Emergent Theme 17: Self in relation to others at home</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
48P1.	Sometimes I play car games and my dad he got me one of those controllers
62P1.	Yeah. Yeah, My dad didn't know how to err connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked .
64P1.	I know, it was like "I didn't do anything" (mimicking dad).
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
<b>Emergent Theme 18: Sense of belonging</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
126P1.	<b>Use of "we".</b> Yeah sometimes we have a girl.
128P1.	<b>Use of "we".</b> Erm erm most we have Mr Soone.
130P1.	And erm we erm two, two or three weeks we had residential trip.
276P1.	Yeah and homework club yeah (whisper to self "what else") Lego club yeah.
288P1.	And mm yeah erm and the they've got a bigger library than ours
290P1.	That's different. They erm, in our school they don't do farms.
300P1.	Erm well I've seen the jacket like (pause) erm the jackets black and the jackets in our school are like (pause) like (pause) different.
404P1.	Yeah I've tried it on before yeah and it's like it's like I really cool thing.
454P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
<b>Emergent Theme 19: Knowing how things work</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P1.	Not erm (cough) not erm like the set up ones like you just have to press two buttons..so you have to press the back black button and then the white button for the, on the X-box.
52P1.	Erm and then that erm that connects, it's like Bluetooth.

54P1.	Like a phone can transfer to the TV.
56P1.	(Laughs) yeah and like do stuff with it.
316P1.	Like really, really different because I used to go into a Spanish school so I didn't really understand.
320P1.	So I could understand (pause).
400P1.	Mm erm yeah because usually you have like this erm paper to know where you're going.
434P1.	Erm it's your fingerprint you have to put your finger on.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and put them in the middle, but (laughs) they don't do that.
448P1.	Erm no you have to like get (pause) err you have to like (pause) err get like err like err (long pause) mm like you your mum and dad need to pay it err yeah and not you have to pay it .
<b>Emergent Theme 20: Importance of detail</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
74P1.	And he drives the (pause) the Thunderbird 2.
76P1.	Yeah and and it goes it in to London and then them two them three go on to Thunderbird 1.
78P1.	Yeah and then and then through the Thunderbird 1 those three get out of Thunderbird 1 and then they go into Thunderbird 2 and then erm they hit the (pause) train track.
80P1.	And then it went into the water so she (pause) ppp was gonna go in there.
88P1.	Erm yeah but I got the Thunderbirds first and then the Tracey island.
122P1.	So erm I think one or two years erm that astro turf that was new.
252P1.	Yeah the farm yeah.
316P1.	Like really, really different because I used to go into a Spanish school so I didn't really understand.
320P1.	So I could understand (pause).
326P1.	So I had a teacher called Mr Morris I think and what the other one (pause) I'm not sure of the other one.
400P1.	Mm erm yeah because usually you have like this erm paper to know where you're going.
418P1.	Oh yeah you have to do the night before the day happens.
420P1.	No I don't think so. Most things are good. Before the next day.
<b>Emergent Theme 21: Feelings of control</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P1.	Yeah, erm (cough) not erm like the set up ones like you just have to press two buttons..so you have to press the back black button and then the white button for the, on the X-box.
62P1.	Yeah. Yeah, My dad didn't know how to err connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked.
64P1.	I know, it was like "I didn't do anything" (mimicking dad).
90P1.	<b>In control of ending a topic of conversation.</b> And..yeah .
106P1.	Erm well they know that I like mussels and some of the children, my friends, erm know that erm my erm dog died erm and that when I went to my granny's I mean nanny's house erm I saw like a grave but I didn't know.
112P1.	Mmm, so I was a bit shocked, erm, but it just erm (cough) it's erm just like erm it came to a shock to me.
114P1.	Yeah I wasn't like that expecting it. I was like "oh" and erm yeah.
158P1.	Yeah erm and we had a dress up day.
160P1.	Yeah I was Mr Wolf I mean erm (pause) three I think I was like three little pigs.
178P1.	Yeah mm yeah. And they do like erm art. That's my favourite thing.
448P1.	Erm no you have to like get (pause) err you have to like (pause) err get like err like err (long pause) mm like you your mum and dad need to pay it err yeah and not you have to pay it.
<b>Emergent Theme 22: Importance of visuals</b>	

<i>Excerpt No:</i>	<i>Initial Notes</i>
70P1.	Yeah erm I I like that one (points to a craft in the picture) and erm (cough) erm mm err it's like erm it's like erm its sort of a cartoon but in realistic.
76P1.	Yeah and and it goes it in to London and then them two them three go on to Thunderbird 1.
78P1.	Yeah and then and then through the Thunderbird 1 those three get out of Thunderbird 1 and then they go into Thunderbird 2 and then erm they hit the (pause) train track.
84P1.	Yeah and that's in there (points to picture of craft). Oh yeah at home I have all the Thunderbirds and the Tracey Island.
92P1.	Hm erm well well I like dogs right, erm well (pause) but that's like my favourite things.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
122P1.	So erm I think one or two years erm that astro turf that was new.
124P1.	Um and that's (point to picture) Mr Soone doing like training (pause) erm.
136P1.	Yeah I climbed up that very very tall erm tower sort of thing and that that was me yeah that one (point to picture of self).
140P1.	Pointing and naming his friend in the picture. Yeah that's John
170P1.	Yeah they got like lights different colours that change.
206P1.	There was like erm like erm science erm like dragon breath like fire.
400P1.	Mm erm yeah because usually you have like this erm paper to know where you're going.
<b>Emergent Theme 23: Understanding based on experience</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P1.	So erm I think one or two years erm that astro turf that was new.
194P1.	Erm well, (pause) mm erm.
206P1.	There was like erm like erm science erm like dragon breath like fire.
234P1.	Yeah the goggles erm I erm I was like oh yeah "James Bond".
270P1.	Erm I'm looking forward to more like art sort of thing.
274P1.	Erm I might do art erm (pause) the erm the farm club.
278P1.	Non-committal answer when it is suggested that all the clubs he has said sound fun. Mm.
322P1.	When asked to talk about his first day at his current school, he struggles with how to continue this conversation. Err (pause).
350P1.	When asked if he thinks his experience of joining his current school will help when joining his next school. He does not seem to know how to respond. Erm well (pause).
362P1.	Lack of concrete experience to base answer on. First day erm.
364P1.	Erm some art maybe and some science erm then (pause) maybe mmm.
366P1.	Repeats back a word from the question "meet" suggesting he does not understand what is being asked of him. Meet? Erm.
368P1.	He struggles to imagine who he might see. Need for real experiences. See? Erm.
370P1.	He is able to say how many teachers he has currently. Erm (pause) erm I normally have two.
372P1.	He reacts with surprise to the question of how many teachers he will have at his new school. It seems he had not thought about this. Ooh (pause).
374P1.	Yeah like I'm not that sure how many teachers at this school, but some of the teachers in a class of two maybe mm.
378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.
388P1.	Well if you like get it I mean if you have a if you have like erm (pause) erm like

	(whisper) mm.
426P1.	Yeah it's like maybe like you're playing PE, err like tennis or like come at you like "oh".
438P1.	Enthusiasm for a joke started earlier. Life imitating a film. Being known. Yeah (laughs).
<b>Emergent Theme 24: Literal interpretation</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P1.	So erm I think one or two years erm that astro turf that was new.
184P1.	Use of "home" to communicate that is where he did the work. Interpreting literally "you did it in year 6". Yeah I I did it at home.
196P1.	Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
<b>Emergent Theme 25: Topic jumping</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
84P1.	He never seems to stay on one topic for long – grasshopper – is this how he processes information or does he have lots to share? Is he worried he will forget? Yeah and that's in there (points to picture of craft). Oh yeah at home I have all the Thunderbirds and the Tracey Island.
164P1.	Grasshopper jumping to new topics. Rushes through the things that are less important to him. Mm and that's erm our playground but that's a little bit of our playground, but we got a field, Mm and that's the logo Rutler.
<b>Emergent Theme 26: Needing time to formulate a response</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P1.	Erm... (cough) well I like, well I love mussels.
4P1.	Yeah. ...and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
12P1.	It it was it was erm (cough) sour and sweet, but it was actually really nice.
16P1.	When not asked a direct question he struggles to continue the conversation. Erm, (cough).
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
46P1.	(laugh) Yeah erm (cough) and on my X-box I play Minecraft, sometimes.
102P1.	Erm (cough) erm not sure.
196P1.	Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
272P1.	Yeah I might erm I might I've got like erm a list that I might do.
274P1.	Erm I might do art erm (pause) the erm the farm club.
<b>Emergent Theme 27: Language and motivation</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
44P1.	He is able to give opinions but does not back this up with additional information. Lack of language or motivation? Yeah.
166P1.	He has nothing else to say about the school badge. He does not seem interested in talking about his school. Mm.
224P1.	He is finding the secondary experience "cool". He is enthused when speaking about it. Yeah really exciting it was like it was like really cool (laugh).
246P1.	Ooh yeah the farm, farm club they do like a farm there.
270P1.	Erm I'm looking forward to more like art sort of thing.
304P1.	Yeah jumper sort of thing.
434P1.	Erm it's your fingerprint you have to put your finger on.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and

	put them in the middle, but (laughs) they don't do that.
446P1.	Fingerprint that you can get your err lunch mm.
450P1.	Hesitant response but confirms that he had lunch at secondary school. He does not add any further detail. Ye yeah.
452P1.	Limited response. Conflicting from earlier description of food. Ah yeah.
<b>Emergent Theme 28: Concept of difference</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
72P1.	Erm yeah he's (pointing) the bad guy.
126P1.	Yeah sometimes we have a girl.
196P1.	His concept of difference begins with what you can see. Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
<b>Emergent Theme 29: Secondary School as a physical entity – “much bigger than our school”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P1.	So erm I think one or two years erm that astro turf that was new.
164P1.	Mm and that's erm our playground but that's a little bit of our playground, but we got a field. Mm and that's the logo Rutler.
168P1.	Erm it it's much much much more bigger than our school but I I've seen the library and it's really cool.
170P1.	Yeah they got like lights, like different colours that change.
172P1.	Yeah err and they have like books.
174P1.	Yeah and they have inside here they got books that you could go in.
176P1.	No, but there's like a part in the door so you can go through there and choose your book.
196P1.	Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
280P1.	(Cough) erm well its erm Hay High is certainly much bigger and longer school.
<b>Emergent Theme 30: Secondary School as better – “science erm like dragon breath like fire”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
168P1.	Erm it it's much much much more bigger than our school but I I've seen the library and it's really cool.
170P1.	Yeah they got like lights, like different colours that change.
172P1.	Yeah err and they have like books.
174P1.	Yeah and they have inside here they got books that you could go in.
176P1.	No, but there's like a part in the door so you can go through there and choose your book.
198P1.	And in year Six erm cough erm (pause) and the oh yeah I err we did an activity erm over there in science.
204P1.	It was like really cool.
206P1.	There was like erm like erm science erm like dragon breath like fire.
216P1.	We we used those for (pause) like a stick they have like at the end of the stick they had erm some chemicals and we put it through and then they changed different colour so it was really cool.
224P1.	Yeah really exciting it was like it was like really cool (laugh).
226P1.	Mm erm well I like the science at Hay High.
246P1.	Ooh yeah the farm, farm club they do like a farm there.
254P1.	Yeah it's part of school and erm erm erm (pause) erm and they do like chickens there and goats.
266P1.	Erm yeah that's, that's when I heard the farm I was like “ooh we don't have that here” (laughs). I was like “ooh chicken” (laughs) Yeah.
288P1.	And mm yeah erm and the they've got a bigger library than ours
290P1.	That's different. And in our school they don't do farms.
306P1.	Yeah it's like erm err smart erm really smart.

404P1.	Yeah I've tried it on before yeah and it's like it's like really cool thing. Yeah I've tried it on before yeah and it's like it's like really cool thing.
432P1.	Oh yeah that's really different.
440P1.	Is quick to assert that his current school do not have a fingerprint machine. He is confident in his response. No they don't.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and put them in the middle, but (laughs) they don't do that.
454P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
456P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
458P1.	Yeah.
<b>Emergent Theme 31: Secondary School as different – “Oh yeah that's really different”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
246P1.	Ooh yeah the farm, farm club they do like a farm there.
280P1.	(Cough) erm well its erm Hay High is certainly much bigger and longer school.
290P1.	That's different. And in our school they don't do farms.
294P1.	Yeah and erm (pause) the logo's different.
298P1.	Yeah its erm a bit different erm and you get a lot older as well. Mm. Yeah and and erm (cough) a different colours too.
300P1.	Erm well I've seen the jacket like (pause) erm the jackets black and the jackets in our school are like (pause) like (pause) different.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
432P1.	Presents as positive talking about difference of lunchtime. Embracing difference. Oh yeah that's really different
<b>Emergent Theme 32: Secondary School as hard</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
286P1.	But erm when you first get there it's a bit like “ooh” (laughs) like different and a bit hard to go somewhere.
380P1.	Yeah erm and in like that hard erm err.
412P1.	Mm erm well well you got to have like hand in your homework and you get it done before the day it due in.
414P1.	Erm erm err yeah like get when your homework done.
<b>Emergent Theme 33: Primary School as hard - Sometimes I struggle a bit.</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
416P1.	Yeah. Sometimes I struggle a bit.
<b>Emergent Theme 34: Secondary as a place for structure and rules</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
272P1.	Yeah I might erm I might I've got like erm a list that I might do.
412P1.	Mm erm well well you got to have like hand in your homework and you get it done before the day it due in.
414P1.	Erm erm err yeah like get when your homework done.
418P1.	Oh yeah you have to do the night before the day happens.
<b>Emergent Theme 35: Secondary school as fun</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
354P1.	When asked to compare his first day at primary to his taster day at secondary , he is confident in answering that the taster at secondary was more fun. The taster day.
356P1.	Affirming that he had fun on the secondary taster day. Yeah.



<b>Emergent Theme 36: Concept of school readiness – “you’ll get used to it”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
284P1.	Erm its it’s like erm you’ll you’ll get used to it.
314P1	He has already navigated two education systems. Does this influence the next one? Is this why he focuses on “difference”. So it’s a big a big difference.
328P1.	But erm (cough) I soon got used to it.
336P1.	Erm mm until I got used to this school.
344P1.	Err yeah I felt like a bit (pause) a bit (pause) better.
346P1.	He agrees that he felt a bit more prepared for his second day. Yeah.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
358P1.	He confirms that having the taster days has made him feel better about his first day at secondary. Yeah.
384P1.	He confirms that he is ready to experience the changes of going to a new school. Yeah.
388P1.	Well if you like get it I mean if you have a if you have like erm (pause) erm like (whisper) mm.
390P1.	He confirms that he feels ready for experiencing the farm at secondary school. Yeah.
396P1.	Feels he is “ready” for science as he has had direct experience if this. His concept of being “ready” appears based upon “real” experiences based on the taster day. Erm science.
398P1.	Feels ready for art as this is his favourite subject. However, is not able to picture what art might look like in new school as he has not had direct experience of this. His concept of being “ready” appears based upon “real” experiences based on the taster day. (Laughs) and art.
408P1.	Confident in his response. He feels ready for experiencing new people saying he is “quite happy” about this. Yeah I’m quite happy.
418P1.	He appears happy to change the subject and responds “Oh yeah” as he remembers this aspect of school. He describes packing his bag the night before in preparation for the next day. Oh yeah you have to do the night before the day happens.
420P1.	This is something playing on his mind. Making clear to himself? Wanting to make a good impression and do the right thing is important to him. Before the next day.
422P1.	Erm. Think. To like be ready like what comes at you.
426P1.	Yeah it’s like maybe like you’re playing PE, err like tennis or like come at you like “oh” (acting out hitting a ball).
428P1.	He expresses with confidence that he is not just talking about sports, but being ready in general for “anything”. Well it could be anything.
430P1.	He appears to want to offer another example. He pauses and then adds “it could be anything really” as he is not able to provide another example. Like (pause) it could be anything really
<b>Emergent Theme 37: Names reflect importance</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
124P1.	Um and that’s (point to picture) Mr Soone doing like training (pause) erm.
126P1.	Yeah sometimes we have a girl.
132P1.	He is able to name the place that they went on the residential with confidence. Earlswood.
140P1.	Yeah that’s John.
164P1.	Mm and that’s erm our playground but that’s a little bit of our playground, but we got a

	field, Mm and that's the logo Rutler.
182P1.	Yes and that was a success (laugh) erm that was actually like actually 3D so erm erm we had a meeting at Hay High and a person said that was year Eight work (laugh).
226P1.	Mm erm well I like the science at Hay High.
326P1.	So I had a teacher called Mr Morris I think and what the other one (pause) I'm not sure of the other one.
<b>Emergent Theme 38: Moving on – “really cool”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
166P1.	He has nothing else to say about the school badge. He does not seem interested in talking about his school. Mm.
168P1.	Erm it it's much more bigger than our school but I I've seen the library and it's really cool.
170P1.	Yeah they got like lights, like different colours that change.
172P1.	Yeah err and they have like books.
176P1.	Erm, No, but there's like a part in the door so you can go through there and choose your book.
178P1.	Yeah mm yeah. And they do like erm art. That's my favourite thing.
184P1.	Yeah I I did it at home.
198P1.	And in year Six erm cough erm (pause) and the oh yeah I err we did an activity erm over there in science.
204P1.	It was like really cool.
224P1.	Yeah really exciting it was like it was like really cool (laugh).
226P1.	Mm erm well I like the science at Hay High.
300P1.	Erm well I've seen the jacket like (pause) erm the jackets black and the jackets in our school are like (pause) like (pause) different.
306P1.	Yeah it's like erm err smart erm really smart.
354P1.	Asserting his opinion that secondary taster day was fun. Moving on. The taster day.
404P1.	Yeah I've tried it on before yeah and it's like it's like really cool thing.
440P1.	He is already asserting secondary as better. Moving on. No they don't.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and put them in the middle, but (laughs) they don't do that.
<b>Emergent Theme 39: Growing up</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
4P1.	Yeah. ...(pause) and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
130P1.	And erm we erm two, two or three weeks we had residential trip.
208P1.	He wants to share his experience. He is growing up using grown up equipment. Erm we used those those Bunsen boilers.
298P1.	Associating secondary with getting older. A rite of passage? Yeah its erm a bit different erm and you get a lot older as well. Mm. Yeah and and erm (cough) a different colours too.
306P1.	Yeah it's like erm err smart erm really smart.
<b>Emergent Theme 40: Presuming his world is understood – “sort of thing”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
270P1.	Uses the words in question “looking forward to”. He adds “sort of thing” does this assumes a shared understanding of what art is? Erm I'm looking forward to more like art sort of thing.
304P1.	“Sort of thing” another assumption that this is a shared understanding. Yeah jumper sort of thing.
<b>Emergent Theme 41: True Views?</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>



342P1.	Difficulty talking about experience or lack of language? Is he just agreeing? Yeah.
344P1.	Hesitant but agrees that the second day he felt a bit better. Err yeah I felt like a bit (pause) a bit (pause) better.
346P1.	He agrees that he felt a bit more prepared for his second day. Yeah.
386P1.	Is his feeling of readiness based upon one day? Has he really thought about this or just wanting to please? Err yeah.
<b>Emergent Theme 42: Vulnerability -“I didn’t really understand”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
22P1.	This is likely to still be a raw emotion to him. Wanting it to be known it was recent. Erm this.
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
144P1.	He is not afraid to share his feelings and show that he can be vulnerable. Err terrified.
146P1.	Vulnerable. Being in the dark. Not knowing. It was like completely black.
312P1.	Mm and and when when I came back to England and to this school I was like “ooh this is different” (laughs) erm and I didn’t know how to spell or do anything or write.
316P1.	Like really, really different because I used to go into a Spanish school so I didn’t really understand.
320P1.	Reiterate the importance of understanding to him. So I could understand (pause).
330P1.	And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn’t know err like (whisper to self) err (whisper to self) err like it was like really different.
<b>Emergent Theme 43: Concept of Friendship</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
106P1.	Erm well they know that I like mussels and some of the children, my friends, erm know that erm my erm dog died erm and that when I went to my granny’s I mean nanny’s house erm I saw like a grave but I didn’t know.
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
140P1.	Yeah that’s John
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.

## Appendix S: Subordinate and Emergent Themes Participant 2

### Subordinate Themes: Participant 2 (Mollie)

<b>Subordinate Theme 1: Identity</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Self as special
Emergent Theme 8:	Social self
Emergent Theme 12:	Self as teacher
Emergent Theme 17:	Self as a learner
Emergent Theme 25:	More to self than school
<b>Subordinate Theme 2: Internal/external aspects of self</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 4:	Internal aspects of Self
Emergent Theme 5:	External aspects of Self
<b>Subordinate Theme 3: Relationships (attachment)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 6:	Sense of belonging
Emergent Theme 7:	Importance of relationships
Emergent Theme 9:	Concept of friendship
Emergent Theme 22:	Importance of names
<b>Subordinate Theme 4: Vulnerability (risk and resilience)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 10:	Vulnerable self
Emergent Theme 11:	Not remembering
Emergent Theme 21:	Sense of loss
<b>Subordinate Theme 5: Managing Emotions</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 28:	Expressing Emotions
Emergent Theme 29:	Conflicting Emotions
<b>Subordinate Theme 6: Personal Power/control (defence mechanisms)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 18:	In control of conversation
Emergent Theme 33:	Her voice or others
<b>Subordinate Theme 7: Coping Tools</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 24:	Importance of rules and routines
Emergent Theme 31:	Importance of familiarity
<b>Subordinate Theme 8: Communication Tools</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 16:	Use of visuals
Emergent Theme 15:	Time to formulate response
<b>Subordinate Theme 9: Impact of language on views</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 14:	Language or motivation
Emergent Theme 19:	Language and confidence entwined
Emergent Theme 26:	Literal interpretation
<b>Subordinate Theme 10: World View</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 13:	Wanting to be known
Emergent Theme 20:	Importance of ownership
Emergent Theme 23:	Her perception of reality
<b>Subordinate Theme 11: Bringing the experience to life</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 27:	Bringing the experience to life
<b>Subordinate Theme 12: Perceptions of school (self concept)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 34:	School as same
Emergent Theme 35:	School as different

<b>Subordinate Theme 13: Secondary school as hard</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 39:</b>	<b>Secondary school as hard</b>
<b>Subordinate Theme 14: School as a positive experience</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 2:</b>	<b>Primary School as a positive experience</b>
<b>Emergent Theme 3:</b>	<b>Secondary School as a positive experience</b>
<b>Subordinate Theme 15: Building blocks</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 32:</b>	<b>School as a social place</b>
<b>Emergent Theme 36:</b>	<b>School as a physical structure</b>
<b>Emergent Theme 38:</b>	<b>School as a place to learn</b>
<b>Subordinate Theme 16: School as part of a journey</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 30:</b>	<b>Moving on</b>
<b>Emergent Theme 37:</b>	<b>Embracing new experiences</b>
<b>Subordinate Theme 17: Secondary readiness</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 40:</b>	<b>Feeling ready</b>

#### **List of Emergent Themes:**

Emergent Theme 1: Self as special  
 Emergent Theme 2: Primary School as a positive experience - "I love being here"  
 Emergent Theme 3: Secondary School as a positive experience - "It was fun there"  
 Emergent Theme 4: Internal Concept of self  
 Emergent Theme 5: External Concept of self  
 Emergent Theme 6: Sense of belonging - "I've been in here a long time"  
 Emergent Theme 7: Importance of relationships - "I'm going to miss them"  
 Emergent Theme 8: Social self  
 Emergent Theme 9: Concept of friendship  
 Emergent Theme 10: Vulnerable self – "All the children would look after me"  
 Emergent Theme 11: Not remembering - "I can't remember"  
 Emergent Theme 12: Self as teacher - "you don't know"?  
 Emergent Theme 13: Importance of detail  
 Emergent Theme 14: Language or motivation - "Everything"  
 Emergent Theme 15: Time to formulate response  
 Emergent Theme 16: Use of visuals  
 Emergent Theme 17: Self as a learner  
 Emergent Theme 18: In control of conversation  
 Emergent Theme 19: Language and confidence entwined  
 Emergent Theme 20: Importance of ownership  
 Emergent Theme 21: Sense of loss - "I'll miss it"  
 Emergent Theme 22: Importance of names  
 Emergent Theme 23: Her perception of reality - "Sometimes he's in my dreams"  
 Emergent Theme 24: Importance of rules and routines  
 Emergent Theme 25: More to self than school  
 Emergent Theme 26: Literal interpretation  
 Emergent Theme 27: Bringing experience to life  
 Emergent Theme 28: Managing Emotions  
 Emergent Theme 29: Conflicting Emotions  
 Emergent Theme 30: Growing up and Moving on  
 Emergent Theme 31: Importance of familiarity - "Get used to it"  
 Emergent Theme 32: School as a social place  
 Emergent Theme 33: Her voice or others  
 Emergent Theme 34: School as same  
 Emergent Theme 35: School as different - "Because it's not the same here"  
 Emergent Theme 36: School as a physical structure  
 Emergent Theme 37: Desire for new experiences

Emergent Theme 38: School as a place to learn  
 Emergent Theme 39: Secondary school as hard  
 Emergent Theme 40: Feeling ready - “ready to meet new friends”

### Data Trail for Emergent Themes

<b>Emergent Theme 1: Emergent theme Self as special</b>	
Excerpt:	Initial notes:
2P2.	Can I show you my talent (wiggles thumbs).
4P2.	Err err do that (models bending her thumbs forward and back).
100P2.	I like to play games with my friend err err my one to one and me.
142P2.	She describes how being chosen as star of the week makes her happy. Being happy.
144P2.	She says that she likes to be the star of the week. Yeah.
316P2.	Some of them, but I got my own.
<b>Emergent Theme 2: Primary School as a positive experience – “I love being here”</b>	
Excerpt:	Initial notes:
6P2.	Erm (yawn) erm it’s it it’s been erm I love being here.
8P2.	Everything.
14P2.	Erm tennis, and basketball, and everything.
108P2.	(looked at pictures) I remember that day (laugh) I stroked a snake.
116P2.	I remember that day (pointing to photo). I I bought some strawberries. I made something. I think it was chocolate. I was cutting some paper and then I painted some things.
142P2.	She describes how being chosen as star of the week makes her happy. Being happy.
146P2.	She explains how the star of the week gets to do everything. Erm do everything.
180P2.	She confidently describes playtime as “having fun”. Having fun.
<b>Emergent Theme 3: Secondary as a positive experience – “It was fun there”</b>	
Excerpt:	Initial notes:
238P2.	Erm it was fun there.
242P2.	I was having fun.
260P2.	Erm It’s good.
270P2.	When asked what a day at the new school will be like, she responds “pretty good” and seems positive. Err pretty good.
296P2.	She says that she is feeling happy about going to her new school. Happy.
298P2.	Meeting everyone.
306P2.	I’m looking forward to going into the school.
308P2.	Happy. This is Computer area.
376P2.	When asked what will make her happy there, she responds “everything”. Everything, everything.
382P2.	When asked what else she is ready for She responds that she is ready to enjoy it. Erm to enjoy it.
408P2.	I’ll be happy.
<b>Emergent Theme 4: Internal Concept of Self</b>	
Excerpt:	Initial notes:
18P2.	Likes err err likes telling jokes.
36P2.	Yeah. My favourite colour is pink because it’s a light colour. I want to be a scientist when I leave school.
40P2.	Erm make things alive and make potions.
42P2.	(pause) and make magic stuff.
90P2.	I love to read, jokes books (laugh) are my favourite.

96P2.	(pause) Things I don't like are hard maths, writing for a long time, sprouts, bread, lasagne, the colour black, food shopping, walking far, spiders, bugs and swimming.
362P2.	Hmmm I was drawing some like some err lovely drawings.
<b>Emergent Theme 5: External Concept of Self</b>	
Excerpt:	Initial notes:
12P2.	She gives the question about what her favourite thing in school is some serious thought before responding PE with confidence. Mmm PE.
14P2.	Erm tennis, and basketball, and everything.
24P2.	Mmhm (look through pages). I like animals and my favourite animal is a dog. Mm I really love pugs and mm would really like one of my own.
26P2.	I used to have a pet frog.
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn't see him for a long time.
52P2.	Erm. Play in the garden and watch err and watch TV and (pause) erm and tease my Granddad.
54P2.	Yes by pressing the doorbell (laughing).
60P2.	Err he always says "aaah".
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
74P2.	Yeah of science.
76P2.	Yeah (pause). Once in science I was making something.
82P2.	(pause) My favourite dinner is pasta. I also like pasta err I mean pepperoni pizza. On Fridays at school I have cooking. I like to play on my Xbox and my favourite game is err marvel superhero. I also play mm dominoes and card games. I also like to listen to music on my iPad. I really like Katy Perry. I like to play the guitar.
84P2.	Yeah I go to a guitar lesson.
92P2.	(laughs) To tease the children and my teacher.
<b>Emergent Theme 6: Sense of belonging – "I've been in here a long time"</b>	
Excerpt:	Initial notes:
6P2.	Erm (yawn) erm it's it it's been erm I love being here.
32P2.	Yeah. I I think he's with the other frogs.
130P2.	I've been in here a long time.
138P2.	<b>Use of "we" to talk about school membership.</b> We get to hear who will be the star of the week. It's all about the Hare. He is a sort of rabbit. He asks the teachers who will be the star.
150P2.	<b>Use of "everyone" it is a community.</b> Yeah and have to make everyone happy.
174P2.	<b>Importance of names, sense of belonging.</b> There's Barney, Barney the rabbit, Chika the chick, Foxy the fro err I mean fox. Foxy got a hook and a eye patch.
176P2.	Yeah and they got and they live in a restaurant.
198P2.	When lunchtimes over me and my friends we usually read some books.
200P2.	Everyone else.
240P2.	<b>The importance of being with other children at her new school. Belonging.</b> Yeah there was some children there.
262P2.	Erm seeing the new people.
264P2.	Mm Sonia, erm Mike, erm Larry, erm teachers.
276P2.	Yes almost look like our one.
380P2.	Erm ready to meet new friends.
414P2.	<b>There are things holding her to her current school. There is a need for endings.</b> Almost.
418P2.	Admitting that it is hard to leave her current school. She expressed earlier that she "loves" school. Yeah.
420P2.	When asked what else people could do to help before she leaves her current school, she replies "a hug".

	Erm hug.
424P2.	The feeling of community in school. A hug from everyone. Everyone.
426P2.	Yeah. I'm going to miss them.
428P2.	Realisation that she is leaving friends behind. Feelings of loss. That she is going to miss them. My friends.
<b>Emergent Theme 7: Importance of relationships - "I'm going to miss them"</b>	
Excerpt:	Initial notes:
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn't see him for a long time.
48P2.	My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.
52P2.	Erm. Play in the garden and watch err and watch TV and (pause) erm and tease my Granddad.
58P2.	(Laughs) yeah and so does my sister.
92P2.	To tease the children and my teacher.
100P2.	I like to play games with my friend err err my one to one and me.
426P2.	Yeah. I'm going to miss them.
<b>Emergent Theme 8: Social self</b>	
Excerpt:	Initial notes:
14P2.	Erm tennis, and basketball, and everything.
18P2.	Likes err err likes telling jokes.
102P2.	Board games, erm snakes and ladders.
188P2.	Erm hide and seek.
240P2.	Yeah there was some children there.
262P2.	Erm seeing the new people.
<b>Emergent Theme 9: Concept of friendship</b>	
Excerpt:	Initial notes:
172P2	Yeah. He likes to make the children happy. Do you know he's got some animal friends?
184P2	I play with my friends.
198P2	When lunchtimes over me and my friends we usually read some books.
380P2	Erm ready to meet new friends.
428P2	My friends.
<b>Emergent Theme 10: Vulnerable self – "All the children would look after me"</b>	
Excerpt:	Initial notes:
98P2.	I can't swim.
100P2.	I like to play games with my friend err err my one to one and me.
128P2.	I was not been here before when I was little.
132P2.	Yeah I put a year back here.
134P2	Since I went to nursery because I had cancer when I was four and can't remember.
230P2.	When asked how she feels about going to secondary school, she admits to feeling a little shy. A little shy.
272P2.	Erm (pause). All the children would look after me.
292P2.	Her perceptions as herself as shy around new adults. A little shy.
340P2.	She describes the log hut as "teeny weeny" bit dark. A teeny weeny bit.
386P2.	Reliance on adults. Wanting more help but not knowing what for. Is the change becoming more real? Feeling helpless. Erm I think so.
388P2.	Erm I think it's that, I can't remember.
398P2.	She has a reliance on adults. Feeling helpless. Yep Lewis.
400P2.	Yeah. He helped me with hard things.
404P2.	She confirms that she found it hard the first time she went into the new school. Yeah.

406P2.	She feels that it helped to have the adult from her current school go with her. Yeah.
<b>Emergent Theme 11: Not remembering/knowning – “I can’t remember”</b>	
Excerpt:	Initial notes:
78P2.	When asked what she was making in science, she is unable to say, responding “I don’t know”. I don’t know.
80P2.	I can’t remember.
136P2.	Since I went to nursery because I had cancer when I was four and can’t remember.
148P2.	When asked if she can say one thing that the star of the week has to do, she hesitates and admits that she does not know. Erm I don’t know.
152P2.	When asked how she would make everyone happy, she pauses and appears to think about this. She appears reluctant to talk and says that she does not know and follows this up with “I just can’t remember”. Mmm (pause) I don’t know. I just can’t remember.
186P2.	When asked what she plays at playtime, she responds “I don’t know” in a quiet voice. I don’t know.
244P2.	She is not able to describe what she did on the visits. Mmm don’t know.
288P2.	<b>Can’t remember “the rest” suggesting there is more to remember.</b> Erm I can’t remember the rest.
384P2.	When asked if there is anything she still needs to learn before she moves schools. She responds that she does not know. She seems unsure. Mmm don’t know.
388P2.	Erm I think it’s that, I can’t remember.
402P2.	She tries to think but is unable to name the “hard things” she needed help with. Erm erm (pause) don’t know.
<b>Emergent Theme 12: Self as teacher – “you don’t know”?</b>	
Excerpt:	Initial notes:
2P2.	Can I show you my talent (wiggles thumbs).
4P2.	Err err do that (models bending her thumbs forward and back).
70P2.	<b>Self as the expert. knowing things that others do not.</b> Yeah.
86P2.	Yeah on guitar lessons I was very good. I go there every Tuesday err it’s my last day of it.
104P2.	Yeah and err err you need to get to 100 to get to err err to be a winner.
106P2.	Yeah and you slide down and ladders you can go up (laughs).
110P2.	That Snake can’t hear anything.
114P2.	She confidently states that she was not scared of being in close contact to the snake. I wasn’t scared.
168P2.	Mmm. You don’t know his name? His name is Freddy.
170P2.	Freddy Fazbear.
172P2.	Yeah. He likes to make the children happy. Do you know he’s got some animal friends?
174P2.	There’s Barney, Barney the rabbit, Chika the chick, Foxy the fro err I mean fox. Foxy got a hook and a eye patch.
176P2.	Yeah and they got and they live in a restaurant.
190P2.	She agrees that she is good at playing hide and seek.
194P2.	The slide err err and the gym equipment are next to it. It’s just known as the gym trail.
196P2.	She confirms the gym trail is a good hiding place, and adds so is the slide, distinguishing the two.
202P2.	<b>She can express an opinion about the book</b> Um King Kong. He wants to protect aa lady. It’s sad in the end.
208P2.	<b>Presenting as the expert to the book.</b> Yeah you don’t know what happen to him?
210P2.	<b>She gives a direct quote from the book and puts on a different voice to do so.</b> He died. And the person said “it was not the aeroplanes it was the beauty that killed the beast”.
212P2.	Because err King Kong falls in love with her.



216P2.	It it was a little sad.
218P2.	Yeah. When she was happy. Her name was Ann.
252P2	She describes the new schools gym equipment as “awesome”. It looks awesome.
256P2	Gym trail expert. Not favouring one over the other. Being fair. They both good.
<b>Emergent Theme 13: Importance of detail/wanting to be known</b>	
Excerpt:	Initial notes:
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
74P2.	She clarifies with confidence that it was one of her good lessons in science. It is not clear if this is to distinguish that she has other good lessons in other subjects or wanting to confirm her science skills. Yeah of science.
156P2.	She wants to be understood and will correct to ensure this. Being kind is important to her. A a kind bear.
158P2.	With a very black hat.
160P2.	Yeah. Err err that that goes on his head.
162P2.	Yeah and a little bow.
192P2.	The slide err err and the the gym equipment next to it.
194P2.	The slide err err and the gym equipment are next to it. It’s just known as the gym trail.
248P2.	I had chicken curry (pause) and rice and poppadum.
<b>Emergent Theme 14: Language or motivation – “Everything”</b>	
Excerpt:	Initial notes:
8P2.	Everything is good here. Belief or Language Skills. Everything.
14P2.	Erm tennis, and basketball, and everything.
120P2.	Use of “Maybe” when she is unsure. Maybe.
122P2.	Being too young to remember her first day. Is this avoidance? Yeah I was too young to remember.
146P2.	Erm do everything.
360P2.	She moves on from lunch as if she has lost interest. She points out a photograph of herself making something in an arts and craft activity. Yeah. Colour and making painting.
366P2.	About everything. Cut everything about something you know and you stick it on another paper.
<b>Emergent Theme 15: Time to respond</b>	
Excerpt:	Initial notes:
12P2.	She gives the question about what her favourite thing in school is some serious thought before responding PE with confidence. Mmm PE.
18P2.	She appears to respond to having a sentence to finish to help form her thoughts about who Molly is. She still needs time to think about this and adds that she also likes to tell jokes. Likes err err likes telling jokes.
20P2.	Erm (pause) I like maths (pause) erm...
<b>Emergent Theme 16: Use of Visuals</b>	
Excerpt:	Initial notes:
16P2.	Use of a non-verbal action to support verbal communication. Yeah (thumbs up).
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
108P2.	(looked at pictures) I remember that day (laugh) I stroked a snake.
116P2.	I remember that day (pointing to photo). I I bought some strawberries. I made something. I think it was chocolate. I was cutting some paper and then I painted some



	things.
266P2.	When asked how she felt about meeting new people, she gives two thumbs up and wriggles them as she smiles. (Two thumbs up and smiles).
308P2.	When asked how she is feeling in a photograph at the new school, she responds “happy” and points out the new schools computer suite. Happy. This is Computer area.
<b>Emergent Theme 17: Self as learner</b>	
Excerpt:	Initial notes:
20P2.	Erm (pause) I like maths (pause) erm...
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
90P2.	I love to read, jokes books (laugh) are my favourite.
96P2.	(pause) Things I don’t like are hard maths, writing for a long time, sprouts, bread, lasagne, the colour black, food shopping, walking far, spiders, bugs and swimming.
360P2.	Yeah. Colour and making painting.
<b>Emergent Theme 18: In control of conversation</b>	
Excerpt:	Initial notes:
20P2.	She pauses when asked to tell a joke and does not respond to this. She changes the subjects to say that she also likes maths. Erm (pause) I like maths (pause) erm...
36P2.	Yeah. My favourite colour is pink because it’s a light colour. I want to be a scientist when I leave school.
80P2.	I can’t remember.
90P2.	She does not dwell on missing the guitar lessons but moves on to talk about another topic. She says that she loves to read and laughs as she says that joke books are her favourite. I love to read, jokes books (laugh) are my favourite.
126P2.	She is unable to say why she thinks she was shy on her first day and appears to dismiss this. I don’t know.
128P2.	Using “being little” as she does not remember or as a means to avoid talking about things. I was not been here before when I was little.
178P2.	A non-verbal response to confirm she draws the bear in class. This appears to end this conversation. Mhm.
280P2.	Mm mm. That’s all.
288P2.	Erm I can’t remember the rest.
318P2.	When asked if her current school has a computer area, she responds no and moves on to another photograph ending the conversation about the computers. She moves on to show a photograph of her new schools library area. No. This is the Library area.
348P2.	Pointing out the obvious. She is in charge. Yeah it’s there (pointing).
360P2.	Racing through photos of her visit. Not important or is it fatigue to finish. Yeah. Colour and making painting.
<b>Emergent Theme 19: Language and confidence</b>	
Excerpt:	Initial notes:
24P2.	Mhm (look through pages). I like animals and my favourite animal is a dog. Mm I really love pugs and mm would really like one of my own.
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn’t see him for a long time.
46P2.	Confidence when talking about an area of interest. Yeah and Ron.
54P2.	She adds more information talking excitedly about how she teases her Granddad by pressing the doorbell. She finds this funny and laughs. She is able to express this clearly without visuals.

	Yes by pressing the doorbell (laughing).
60P2.	When asked how her Granddad responds to the ringing the doorbell she mimics his response saying he always says “aaah”. She appears confident seeming to enjoy sharing this. Err he always says “aaah”.
106P2.	Yeah and you slide down and ladders you can go up (laughs).
120P2.	Use of “Maybe” when she is unsure. Maybe.
132P2.	Muddled sentence about being held back a year. Impact of emotions on language? Yeah I put a year back here.
248P2.	I had chicken curry (pause) and rice and poppadum.
416P2.	Is it language or feelings that prevents communication? Don’t know.
<b>Emergent Theme 20: Importance of ownership</b>	
Excerpt:	Initial notes:
24P2.	Mmhm (look through pages). I like animals and my favourite animal is a dog. Mm I really love pugs and mm would really like one of my own.
28P2.	He was more than a frog, he had a name. Sense of ownership. Yeah and his name was Fred.
316P2.	Herself as special. Having her own computer. Sense of ownership. Is this in conflict with sense of belonging? Some of them, but I got my own.
<b>Emergent Theme 21: Sense of loss – “I’ll miss it”</b>	
Excerpt:	Initial notes:
26P2.	I used to have a pet frog.
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn’t see him for a long time.
34P2.	Yeah I don’t know which one is him.
86P2.	Yeah on guitar lessons I was very good. I go there every Tuesday err it’s my last day of it.
88P2.	I’ll miss it.
418P2.	Admitting that it is hard to leave her current school. She expressed earlier that she “loves” school. Yeah.
420P2.	She feels a hug will help her to say goodbye. Sense of loss. Erm hug.
426P2.	Yeah. I’m going to miss them.
<b>Emergent Theme 22: Importance of names</b>	
Excerpt:	Initial notes:
28P2.	Yeah and his name was Fred.
168P2.	Mmm. You don’t know his name? His name is Freddy.
170P2.	Freddy Fazbear.
174P2.	There’s Barney, Barney the rabbit, Chika the chick, Foxy the fro err I mean fox. Foxy got a hook and a eye patch.
218P2.	Yeah. When she was happy. Her name was Ann.
264P2.	Mm Sonia, erm Mike, erm Larry, erm teachers.
398P2.	She names the member of staff who went with her on her visits to her new school. She uses his name with confidence. Yep Lewis.
<b>Emergent Theme 23: Perception of reality “Sometimes he’s in my dreams”</b>	
Excerpt:	Initial notes:
40P2.	Erm make things alive and make potions.
42P2.	Her perception of a scientist. The making of magic stuff. Not a reality. and make magic stuff.
166P2.	Sometimes he’s in my dreams.
176P2.	Yeah and they got and they live in a restaurant.
402P2.	Not knowing what is hard. Is this her perception or reality? Erm erm (pause) don’t know.

<b>Emergent Theme 24: Importance of rules and routines</b>	
Excerpt:	Initial notes:
48P2.	My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.
50P2.	I visit them every Sunday.
86P2.	Yeah on guitar lessons I was very good. I go there every Tuesday err it's my last day of it.
104P2.	Yeah and err err you need to get to 100 to get to err err to be a winner.
106P2.	Yeah and you slide down and ladders you can go up
138P2.	We get to hear who will be the star of the week. It's all about the Hare. He is a sort of rabbit. He asks the teachers who will be the star.
198P2.	When lunchtimes over me and my friends we usually read some books.
358P2.	They ask you what you're gonna have and then enjoy it.
<b>Emergent Theme 25: More to self/varied interests</b>	
Excerpt:	Initial notes:
48P2.	My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.
82P2.	(pause) My favourite dinner is pasta. I also like pasta err I mean pepperoni pizza. On Fridays at school I have cooking. I like to play on my Xbox and my favourite game is err marvel superhero. I also play mm dominoes and card games. I also like to listen to music on my iPad. I really like Katy Perry. I like to play the guitar.
84P2.	Yeah I go to a guitar lesson.
90P2.	I love to read, jokes books (laugh) are my favourite.
96P2.	(pause) Things I don't like are hard maths, writing for a long time, sprouts, bread, lasagne, the colour black, food shopping, walking far, spiders, bugs and swimming.
222P2.	She is more than school. She enjoys home time too. Happy.
<b>Emergent Theme 26: Literal interpretation</b>	
Excerpt:	Initial notes:
50P2.	Not <i>what</i> she does there but <i>when</i> she goes. Importance of routine. I visit them every Sunday.
180P2.	Uses "having fun" to describe playtime. Literal interpretation of the question what she does. Having fun.
270P2.	Literal understanding of what school will be like saying "pretty good". A learned response? Err pretty good.
284P2.	Literal interpretation. Different as "not the same". Because it's not the same here.
332P2.	Literal interpretation about what was good about the playground "playing on it". Err err Playing on it.
352P2.	When asked how lunch at the new school was different, she responds that they have a "different dinner" in her new school. Because they've got different dinner.
408P2.	Interpreting how will it be as how she will feel "happy" – literal interpretation.
<b>Emergent Theme 27: Bringing experience to life</b>	
Excerpt:	Initial notes:
60P2.	Err he always says "aaah".
210P2.	He died. And the person said "it was not the aeroplanes it was the beauty that killed the beast".
<b>Emergent Theme 28: Expressing emotions</b>	
Excerpt:	Initial notes:
68P2.	Expressing her sense of pride. Yep.
114P2.	I wasn't scared.
124P2.	I I was a little shy.
142P2.	Being happy.
150P2.	Yeah and have to make everyone happy.

156P2.	She wants to be understood and will correct to ensure this. Being kind is important to her. A a kind bear.
172P2.	Yeah. He likes to make the children happy. Do you know he's got some animal friends?
202P2.	Um King Kong. He wants to protect a a lady. It's sad in the end.
204P2.	She confirms that it is sad at the end of the book. Yeah.
222P2.	Happy.
232P2.	When asked why she feels shy, she responds that she does not know. She appears dismissive. Erm I don't know.
292P2.	When asked how she feels about having different teachers at her new school, she responds "a little shy". A little shy.
296P2.	Happy.
308P2.	Happy. This is Computer area.
408P2.	I'll be happy.
420P2.	When asked what else people could do to help before she leaves her current school, she replies "a hug". Erm hug.
426P2.	Yeah. I'm going to miss them.
<b>Emergent Theme 29: Conflicting emotions</b>	
Excerpt:	Initial notes:
214P2.	When asked how the book made her feel, she replies "half sad". Half sad.
216P2.	She hesitantly explains her feeling of half sad as being a "little sad". It it was a little sad.
218P2.	She also feels that parts of the book were happy, such as when the lady was happy. Yeah. When she was happy. Her name was Ann.
230P2.	Feels "a little shy" about secondary. A little shy.
298P2.	School as a social place. She wants to meet new people. Conflicting feeling with being shy. Meeting everyone.
374P2.	When asked what she is looking forward to most at her new school, she replied "a bit happy" and seems hesitant answering the question. Erm a bit happy.
<b>Emergent Theme 30: Growing up and Moving on</b>	
Excerpt:	Initial notes:
118P2.	Growing up. She no longer sees herself as little. When I was little.
130P2:	I've been in here a long time.
262P2.	Erm seeing the new people.
328P2.	When asked what is in a photograph of the playground at her new school. She responds "that's the gym equipment" with a sense of pride. That's the gym equipment.
374P2.	When asked what she is looking forward to most at her new school, she replied "a bit happy" and seems hesitant answering the question. Erm a bit happy.
<b>Emergent Theme 31: Importance of familiarity – "Get used to it"</b>	
Excerpt:	Initial notes:
128P2.	I was not been here before when I was little.
234P2.	Err err I don't know err I was um um. I have been there twice.
302P2.	Get used to it.
392P2.	You get used to it.
410P2.	She confirms that she feels it will be easier as she has done it already. Yeah.
<b>Emergent Theme 32: School as a social place</b>	
Excerpt:	Initial notes:

240P2.	Yeah there was some children there.
246P2.	I had lunch there.
250P2.	Erm I go and play (pause) it was with their gym equipment.
262P2.	Erm seeing the new people.
264P2.	The importance of being with other children. These come before teachers. Mm Sonia, erm Mike, erm Larry, erm teachers.
268P2.	She confirms that meeting new people was a good thing about the visits to the new school. Yeah.
286P2.	When asked what is in the new school playground, she hesitates and then explains that at her new school they have a sitting area. Err It's got a sitting area.
298P2.	School as a social place. She wants to meet new people. Conflicting feeling with being shy. Meeting everyone.
364P2.	There some children. They on different chairs err other tables.
380P2.	Erm ready to meet new friends.
<b>Emergent Theme 33: Her view or others?</b>	
Excerpt:	Initial notes:
260P2.	Erm It's good.
272P2.	Erm (pause). All the children would look after me.
302P2.	Get used to it.
338P2.	It was cosy.
358P2.	They ask you what you're gonna have and then enjoy it.
362P2.	Repeating something she has heard? Language does not seem natural. Hmmm I was drawing some like some err lovely drawings.
382P2.	When asked "ready to..." she finished the sentence "enjoy it". Has this come from someone else? Erm to enjoy it.
392P2.	When asked how they have helped her be ready, she responds that the teachers have helped her to "get used" to her new school. She is repeating this phrase from earlier. You get used to it.
<b>Emergent Theme 34: Schools as same</b>	
Excerpt:	Initial notes:
274P2.	Erm (yawn) it's, it's all got a hall with with some ladders almost like the same in here.
276P2.	Yes almost look like our one.
<b>Emergent Theme 35: Schools as different – "Because it's not the same here"</b>	
Excerpt:	Initial notes:
282P2.	Err the playground.
284P2.	Because it's not the same here.
302P2.	Get used to it.
322P2.	Yeah, but different.
326P2.	Different (laughs) because our one is wide and that one is a bit small. That's the Playground.
346P2.	Different (pause). The dinner hall.
352P2.	Because they've got different dinner.
354P2.	The way lunch is collected is different. She does not say why. Different.
356P2.	Cos they've got different trays.
370P2.	Yeah but different ones.
392P2.	You get used to it.
<b>Emergent Theme 36: School as Physical structure</b>	
Excerpt:	Initial notes:
286P2.	Err It's got a sitting area.
318P2.	No. This is the Library area.
324P2.	School err corridors.
328P2.	That's the gym equipment.
342P2.	Bathroom.

356P2.	Cos they've got different trays.
<b>Emergent Theme 37: Desire for new experiences</b>	
Excerpt:	Initial notes:
310P2.	Use of "Maybe". She has interpreted this as what she will do, not what she did. Looking ahead. Maybe.
312P2.	Is anticipating the things she will do at her new school. Not yet.
336P2.	Use of "once". Would like to use the log hut more? Similar response to wanting to be the star of day more. Yeah once.
<b>Emergent Theme 38: School as a place to learn</b>	
Excerpt:	Initial notes:
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
74P2.	Yeah of science.
76P2.	Yeah (pause). Once in science I was making something.
366P2.	I was learning about everything. Cut everything about something you know and you stick it on another paper.
368P2.	Erm I was gluing there and playing games on the whiteboard.
<b>Emergent Theme 39: Secondary as hard</b>	
Excerpt:	Initial notes:
400P2.	Yeah. He helped me with hard things.
404P2.	She confirms that she found it hard the first time she went into the new school. Yeah.
<b>Emergent Theme 40: Feeling ready for Secondary – "ready to meet new friends"</b>	
Excerpt:	Initial notes:
302P2.	Get used to it.
380P2.	Erm ready to meet new friends.
382P2.	When asked what else she is ready for She responds that she is ready to enjoy it. Erm to enjoy it.
392P2.	You get used to it.
408P2:	She expresses with enthusiasm that she will feel happy the next time she goes in to her new school. I'll be happy.
410P2.	She confirms that she feels it will be easier as she has done it already. Yeah.
412P2.	She expresses feeling ready to start at her new school. Yeah.

## Appendix T: Subordinate and Emergent Themes Participant 3

### Subordinate Themes: Participant 3 (Alice)

<b>Subordinate Theme 1: Identity</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 1:	Sense of self
Emergent Theme 2:	Self as fun/prankster (self concept)
<b>Subordinate Theme 2: Relationships (attachment)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 3:	Family Relationships
Emergent Theme 4:	Names signify importance
Emergent Theme 5:	Importance of friendships
Emergent Theme 14:	Sense of belonging
<b>Subordinate Theme 3: World View</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 12:	Assuming her world is known
Emergent Theme 13:	Her world for others to follow
Emergent Theme 16:	Wanting to be known
Emergent Theme 20:	Importance of play
<b>Subordinate Theme 4: Feelings of control/power (Locus of control)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 6:	The need to move at her pace
Emergent Theme 7:	Sense of power/ Feelings of control
<b>Subordinate Theme 5: Managing Emotions</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 8:	Expressing emotions
Emergent Theme 9:	Unwilling or unable to express herself
<b>Subordinate Theme 6: Vulnerability</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 26:	Self as vulnerable
<b>Subordinate Theme 7: Impact of language on sharing her views</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 22:	Literal interpretation of language
Emergent Theme 23:	Language and motivation
<b>Subordinate Theme 8: Communication Tools</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 10:	Time to formulate response
Emergent Theme 11:	Use of visuals and actions to support narrative
<b>Subordinate Theme 9: School as a positive experience</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 15:	School as a positive experience
<b>Subordinate Theme 10: Building blocks of school</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 17:	School as a place for learning
Emergent Theme 18:	School as a place for routine
Emergent Theme 19:	School as a social place
<b>Subordinate Theme 11: School as a journey</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 21:	Moving on
<b>Subordinate Theme 12: Perceptions of Secondary school</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
Emergent Theme 24:	Secondary as different
Emergent Theme 25:	Secondary as better

#### List of Emergent Themes:

Emergent Theme 1: Sense of self

Emergent Theme 2: Self as fun/prankster – “I Play tricks”

Emergent Theme 3: Family Relationships



Emergent Theme 4: Names signify importance  
 Emergent Theme 5: Importance of friendships  
 Emergent Theme 6: The need to move at her pace - – “Move on”  
 Emergent Theme 7: Sense of power/ Feelings of control  
 Emergent Theme 8: Expressing emotions  
 Emergent Theme 9: Unwilling or unable to express herself  
 Emergent Theme 10: Time to formulate response  
 Emergent Theme 11: Use of visuals and actions to support narrative  
 Emergent Theme 12: Assuming her world is known - “and all that”  
 Emergent Theme 13: Her world for others to follow  
 Emergent Theme 14: Sense of belonging  
 Emergent Theme 15: School as a positive experience  
 Emergent Theme 16: Wanting to be known  
 Emergent Theme 17: School as a place for learning  
 Emergent Theme 18: School as a place for routine  
 Emergent Theme 19: School as a social place  
 Emergent Theme 20: Importance of play  
 Emergent Theme 21: Moving on  
 Emergent Theme 22: Literal interpretation of language  
 Emergent Theme 23: Language and Motivation - “get to that”  
 Emergent Theme 24: Secondary as different  
 Emergent Theme 25: Secondary as better  
 Emergent Theme 26: Self as vulnerable

#### Data Trail for Emergent Themes:

<b>Emergent Theme 1: Sense of self – “horses because is the world to me”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P3.	Erm I love horses because is the world to me... ..Special
4P3.	Erm (pause) they erm really erm (gulp) they are erm (pause) really important important. I go horse riding with my mum.
22P3.	She points to a drawing that she has brought with her which is of her on a horse, saying “that’s me”. Yeah that’s me (pointing to a drawing).
264P3	Fff can I erm. What’s my favourite food?
268P3.	When it is suggested the information will help learn more about her, she responds with “my foods and my vegetables” as things that are not known about her. She still does not provide this information.
270P3.	Full circle. The conversation ends as it began Chinese ff hungry horse erm tttt I love horses
<b>Emergent Theme 2: Self as fun/prankster</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
70P3.	When asked if she can think of how she has made her friends happy, she hesitates and thinks about this before saying that she makes jokes. (pause) Make make jokes.
74P3.	(laughs) I Play tricks “boo”.
84P3.	She repeats the action of “boo” and laughs. Boo (laughs).
86P3.	Boo (laughs).
88P3.	Boo (laughs).
250P3.	(laughs and motions again) that means erm prank. I played a trick. Got you yes! Yes! Its girls changing rooms.
254P3.	(laughs) Prank!
260P3.	Prank! Yes you have. Another prank got you good (does high five).
<b>Emergent Theme 3: Family relationships</b>	
<i>Excerpt</i>	<i>Initial Notes</i>



No:	
4P3.	Erm (pause) they erm really erm (gulp) they are erm (pause) really important important. I go horse riding with my mum.
8P3.	<b>Use of “we” to describe her and mum. The animal is an “it”</b> Yeah (laughs) we always call it mm Paddy.
20P3.	When asked if her mum horse rides as well, she explains that mum is there to watch her ride. No she watched.
130P3.	Erm (long pause) my mum, my sister, Lucy always rush me, at dinner time.
132P3.	When asked if her sister is in her school, she shakes her head to communicate no. Aa aa (shake head) she’s in different school.
138P3.	Yeah Lucy always rush me and I don’t like it. My mum always not rush me.
196P3.	Me, mum and Miss Gold. She’s always cheeky one.
<b>Emergent Theme 4: Names signify importance</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
6P3.	<b>The horses has a name he is more than a “horse”. Names signify importance.</b> That erm tt my horse-riding is called Paddy (pause).
8P3.	Yeah we always call it mm Paddy.
26P3:	Erm mmm (pause) I always watch erm on my iPad. Erm mmm Stampy Longnose.
46P3.	She names her new school. Beale House.
50P3.	No them going, most friends Gilroy Secondary, somewhere like that.
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
102P3.	Erm I do erm English with Mr Pledge, erm he’s a great teacher
104P3.	Nadia Tricia different class.
108P3.	Erm it’s really erm (pause) sometime we play games with Mr Jackson.
116P3.	Oh yeah yeah and we play with Miss Fyen and Tricia always come with me to Miss Fyen.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
132P3.	Aa aa (shake head) she’s in different school.
152P3.	(deep breath) A different school.
194P3.	And after that... <b>McDonalds!</b>
196P3.	Me, mum and Miss Gold. She’s always cheeky one.
244P3.	Gift from Helen.
<b>Emergent Theme 5: Importance of friendships</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
32P3.	And (tapping table) (GULP) (pause) and (tapping table) and I got friends Nina, Nadia, Tricia, Stacey.
42P3.	They are all good friends. I got two Maisie, my mm new school, and Helen, my new school.
48P3	What my friends?
56P3.	She confirms that she has a nice group of friends at her current school. Yes.
58P3.	When asked if it is important to have friends, she nods. (Nods).
62P3.	When asked how having friends makes her feel. Happy and excited.
68P3.	<b>She is not able to say how her friends make her happy.</b> (Intake breath) mmm mmm (shook head).
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
102P3.	Erm I do erm English with Mr Pledge, erm he’s a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
104P3.	Nadia Tricia different class.

166P3.	My new friends and Helen and Maisie, different school, war two and world war two 1918 that's in the war and that's in the times table.
192P3.	(pause) Playing with Helen outside.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
238P3.	My new friends at Beale House.
240P3.	Lunchtime sat with my best friends.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
244P3.	Gift from Helen.
<b>Emergent Theme 6: The need to move at her pace – “Move on”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
10P3.	<i>She is expressing that the horse is too slow for her. She wants something faster?</i> Yes. It's a bit slow
12P3.	<i>She is expressing that the horse is too slow and sleepy for her.</i> A bit, he's sleepy.
14P3.	Yeah it's always walking. I try to mm (motions reigns) I can't.
90P3.	(interrupts) Can I erm move on?
130P3.	Erm (long pause) my mum, my sister, Lucy always rush me, at dinner time.
138P3.	Yeah Lucy always rush me and I don't like it. My mum always not rush me.
140P3.	(interrupt) Move on.
142P3.	Move on.
166P3.	<i>It is her world and she decides what to focus her energy on answering. She rushes to get it all out.</i> My new friends and Helen and Maisie, different school, war two and world war two 1918 that's in the war and that's in the times table.
168P3.	<i>It is now her that is “rushing” through things. Is verbal responses dependent on topic/interest?</i> That's the blazer, mmm tie and that's the mm jacket.
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
<b>Emergent Theme 7: Sense of power/ Feelings of control</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
70P3.	<i>Her basis of making her friends happy is to tell them jokes. Her world, she can say how she is a friend. Is making jokes about having power?</i> (pause) Make make jokes.
74P4.	(laughs) I Play tricks “boo”.
76P3.	I get you (reaches out as if to grab interviewer).
78P3.	<i>She is enjoying the feeling of power.</i> Yeah (laughs).
84P3.	Boo (laughs).
86P3.	Boo (laughs).
88P3.	Boo (laughs).
90P3.	(interrupts) Can I erm move on?
140P3.	(interrupt) Move on.
142P3.	Move on.
196P3.	<i>The adult is described as cheeky. Reversal of relationships.</i> Me, mum and Miss Gold. She's always cheeky one.
198P3.	She's always scaring me.
202P3.	No I always scare her first.
246P3.	<i>She is in control. Not giving a voice. Sense of power.</i> (Stands up motioning her hands on her head then toes).
248P3.	(laughing, continuing to mime her hand on her head then toes).
250P3.	(laughs and motions again) that means erm prank. I played a trick. Got you yes! Yes! Its girls changing rooms.

254P3.	(laughs) Prank!
256P3.	Power relationship. She will communicate on her terms. Feeling of control. (laughs)
260P3.	Prank! Yes you have. Another prank got you good (does high five).
264P3.	Fff can I erm. What's my favourite food?
266P3.	When she is told that her favourite food is not known and she is asked for this information, she responds by laughing. She does not provide the information. (Laughs).
268P3.	She is in control, not providing the answer but suggesting things that could be found out. My foods and my vegetables.
272P3.	Yeah and I know what the time is.
<b>Emergent Theme 8: Expressing emotions</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
62P3.	Happy and excited.
66P3.	When asked why this makes her feel this way, she hesitates and is not able to say. Erm (long pause).
156P3.	Err a bit scared and all that.
158P3.	Sharing emotions is on her terms. Self-preservation. Err gulp mmm mmm (shook head) don't know.
180P3.	Excited.
184P3.	Fff a little bit nervous and fff (long Pause) err.
212P3.	Sad and (long pause).
216P3.	Happy.
<b>Emergent Theme 9: Unwilling or unable to express herself</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
60P3.	What is her concept of friendship. She can't say why friends are important. What is this based on? Erm (pause) (tapping table) erm.
68P3.	When asked if she can give an example of when her friends make her happy, she is not able to. She gives a breath as she thinks about this, before shaking her head. (Intake breath) mmm mmm (shook head).
126P3.	I don't know.
144P3.	Mm mm (shook head).
150P3.	She confirms that she is now in year six, by nodding and making sounds. Mm (nods).
152P3.	(deep breath) A different school.
154P3.	Is verbal responses dependent on topic/interest? (Nods).
158P3.	Err gulp mmm mmm (shook head) don't know.
160P3.	When asked if that conversation should be left, she appears relieved answering yes with certainty and relief when she does not have to talk about the experience. Yes!
170P3.	Is verbal responses dependent on topic/interest? Yeah.
176P3.	Yes.
182P2.	Confirms that she felt excited by nodding her head. She does not elaborate on this. Mm (nods).
212P3.	She will commit to talking about her feelings but is unwilling or unable to do so in any depth. Sad and (long pause).
214P3.	Mm mmm (shook head).
222P3.	(Shakes head).
226P3.	She confirms that the lunchtime routine is different by making a sound and nodding. mm (nods).
<b>Emergent Theme 10: Time to formulate response</b>	
<i>Excerpt</i>	<i>Initial Notes</i>

<i>No:</i>	
4P3.	Erm (pause) they erm really erm (gulp) they are erm (pause) really important important. I go horse riding with my mum.
6P3.	That erm tt my horse-riding is called Paddy (pause).
26P3.	Erm mmm (pause) I always watch erm on my iPad. Erm mmm Stampy Longnose.
32P3.	And (tapping table) (GULP) (pause) and (tapping table) and I got friends Nina, Nadia, Tricia, Stacey.
98P3.	Erm I like this school erm in September I'm leaving school, this school.
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
108P3.	Erm it's really erm (pause) sometime we play games with Mr Jackson.
120P3.	Erm (long pause) I love the most pop up pirate.
122P3.	Err first walk through the gate and (tapping) when the whistle gone we have to walk to our class.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
130P3.	Erm (long pause) my mum, my sister, Lucy always rush me, at dinner time.
184P3.	Fff a little bit nervous and fff (long Pause) err.
270P3.	Chinese ff hungry horse erm tttt I love horses.
<b>Emergent Theme 11: Use of visuals and actions to support narrative</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
14P3.	Yeah it's always walking. I try to mm (motions reigns) I can't.
22P3.	Yeah that's me (pointing to a drawing).
164P3.	Yeah. Beale House mm can I read that? (reaching for her visual).
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
230P3.	Yeah (deep breath) this is my favourite (points to one page).
<b>Emergent Theme 12: Assuming her world is known (perception of reality) "and all that"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
26P3.	Erm mmm (pause) I always watch erm on my iPad. Erm mmm Stampy Longnose.
30P3.	You can build and... stuff and ...kill, hit the target and erm (tapping table).
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
108P3.	Erm it's really erm (pause) sometime we play games with Mr Jackson.
156P3.	Err a bit scared and all that.
208P3.	Bowden school. Disgusting and that.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
252P3.	No mm other girls' mmm laughed at me and all that.
<b>Emergent Theme 13: Her world for others to follow</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P3.	She can be assertive when she does not understand. She seems impatient when she is not understood. It is her world. It is up to others to follow. What?
36P3.	No something different.
38P3.	She finds it funny that she was not understood and laughs. When the current topic is clarified, she responds "right". (Laughs) right.
46P3.	Struggles to follow another's conversation. Her world, it is up to others to follow. Beale House.
48P3.	What my friends?
50P3.	No them going, most friends Gilroy Secondary, somewhere like that.
114P3.	What pop up pirate?
116P3.	Playing games with one of her friends. It is her world which others join. Oh yeah yeah and we play with Miss Fyen and Tricia always come with me to Miss

	Fyen.
152P3.	It is her world and she decides what to focus her energy on answering. Her old school does not receive a name. She belongs to this school. (deep breath) A different school.
<b>Emergent Theme 14: Sense of belonging</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
122P3.	Use of "we" and "our class". Sense of belonging. Err first walk through the gate and (tapping) when the whistle gone we have to walk to our class.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
146P3.	When asked if she can remember anything, she is hesitant but is able to recall that she started at this school in year four. Four? Year four, year four.
152P3.	It is her world and she decides what to focus her energy on answering. Her old school does not receive a name. She belongs to this school. (deep breath) A different school.
<b>Emergent Theme 15: School as a positive experience</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
98P3.	Erm I like this school erm in September I'm leaving school, this school.
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
<b>Emergent Theme 16: Wanting to be known</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
98P3.	Erm I like this school erm in September I'm leaving school, this school.
114P3.	She seems surprised that someone else may enjoy the game pop up pirate and checks she has understood. What pop up pirate?
128P3.	When it is suggested that she may have play time next, she corrects that it is called "break time". Break time.
160P3.	When asked if that conversation should be left, she appears relieved answering yes with certainty and relief when she does not have to talk about the experience. Yes!
186P3.	She can name the classroom from the induction day. Are details more important for things that are important to her? Her world to be understood. Yeah I think 3d.
258P3.	When asked if she feels that things have been learnt about her today, she shakes her head to communicate no. (shakes head).
262P3.	Maybe a little bit about me.
264P3.	Fff can I erm. What's my favourite food?
270P3.	Chinese ff hungry horse erm tttt I love horses.
<b>Emergent Theme 17: School as a place for learning</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and

	the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
230P3.	Yeah (deep breath) this is my favourite (points to one page).
232P3.	This is my Bowden school comment. I have learnt, in this year, World war two. Will talk about that in a minute. I enjoyed cooking and I proved (improved) on English and maths and my handwriting.
234P3.	And learn about the heart and the veins.
236P3.	My timetables twelve's and err elevens.
<b>Emergent Theme 18: School as a place for routine</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P3.	Err first walk through the gate and (tapping) when the whistle gone we have to walk to our class.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
224P3.	Hot, you have to put plate on your tray and take it to the hot, different ladies.
<b>Emergent Theme 19: School as a social place</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
192P3.	(pause) Playing with Helen outside.
204P3.	Err lunches.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
218P3.	Confirms that the lunchtimes at her new school is one of the reasons she is looking forward to it. Yes.
238P3.	My new friends at Beale House.
240P3.	Lunchtime sat with my best friends.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
<b>Emergent Theme 20: Importance of play</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
108P3.	Erm it's really erm (pause) sometime we play games with Mr Jackson.
112P3.	Pop up pirates.
116P3.	Oh yeah yeah and we play with Miss Fyen and Tricia always come with me to Miss Fyen.
118P3.	When asked what she does with the adult, she replies "board games and stories. Erm board games or stories.
120P3.	Erm (long pause) I love the most pop up pirate.
<b>Emergent Theme 21: Moving on</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
162P3.	She confirms with a smile and "yeah" that she wants to talk about her new school. (Smiled) yeah.
206P3.	Because it's more nicer than Bowden school.
208P3.	Bowden school. Disgusting and that.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
232P3.	This is my Bowden school comment. I have learnt, in this year, World war two. Will talk about that in a minute. I enjoyed cooking and I proved (improved) on English and maths and my handwriting.
238P3.	My new friends at Beale House.
240P3.	Lunchtime sat with my best friends.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
<b>Emergent Theme 22: Literal interpretation of language</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>

152P3.	Intake of breath to gather thoughts. Use of “different school” same “different school” her sister goes to? Literal interpretation or lack of interest. (deep breath) A different school.
178P3.	When she is asked to talk about when she went to visit her new school, she interprets this literally, naming the day that she went. Fff Tuesday.
<b>Emergent Theme 23: Language and Motivation “get to that”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
110P3.	Deferring talking about playing games. She has a lot or nothing to say. Is it about control? Get to that erm
120P3.	She will talk of things of interest to her. Erm (long pause) I love the most pop up pirate.
132P3.	She does not have the time or motivation to talk about this. Aa aa (shake head) ...she’s in different school.
188P3.	She can name the lesson during the visit. She remembers more detail about this than her typical school day. (pause) World war one.
190P3.	(Shook head) not that interesting but mm.
194P3.	And after that... <b>McDonalds!</b>
222P3.	When it is suggested she means trays for work, she shakes her head to communicate this suggestion is wrong. She does not offer anything else. (Shakes head).
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
230P3.	Yeah (deep breath) this is my favourite (points to one page).
232P3.	This is my Bowden school comment. I have learnt, in this year, World war two. Will talk about that in a minute. I enjoyed cooking and I proved (improved) on English and maths and my handwriting.
<b>Emergent Theme 24: Secondary as different</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
204P3.	When asked if she noticed any difference between the two schools, she refers to the lunches. Err lunches.
220P3.	When asked to say more same or different, she appears uncertain, she offers the word “trays”. Trays?
<b>Emergent Theme 25: Secondary as better</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
206P3.	Because it’s more nicer than Bowden school.
208P3.	Bowden school. Disgusting and that.
210P3.	Erm food and you can sit with other friends and don’t get bullied there and this school get bullied and all that.
<b>Emergent Theme 26: Vulnerability</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
210P3.	Erm food and you can sit with other friends and don’t get bullied there and this school get bullied and all that.
212P3.	When asked how being bullied at her school makes her feel, she expresses feeling sad. She struggles for more to add to this. Sad and (long pause).
252P3	No mm other girls mm laughed at me and all that



## Appendix U: Subordinate and Emergent Themes Participant 4

### Subordinate Themes: Participant 4 (Ellie)

<b>Subordinate Theme 1: Identity</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 1:</b>	<b>Presenting herself as an animal lover</b>
<b>Emergent Theme 3:</b>	<b>Being special</b>
<b>Emergent Theme 27:</b>	<b>Self concept</b>
<b>Subordinate Theme 2: World View</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 2:</b>	<b>Wanting to be known/how she presents herself</b>
<b>Emergent Theme 23:</b>	<b>Concept of same and different</b>
<b>Subordinate Theme 3: The lived experience (Personal Constructs)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 12:</b>	<b>Understanding is based on real experiences</b>
<b>Subordinate Theme 4: Vulnerability (risk and resilience)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 6:</b>	<b>Friendships based on need</b>
<b>Emergent Theme 9:</b>	<b>Being vulnerable</b>
<b>Subordinate Theme 5: Expressing emotions</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 16:</b>	<b>Expressing emotions</b>
<b>Subordinate Theme 6: Friendships (attachment)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 4:</b>	<b>Concept of best friend</b>
<b>Emergent Theme 5:</b>	<b>Concept of friendship</b>
<b>Emergent Theme 7:</b>	<b>Friendship reflecting family life</b>
<b>Subordinate Theme 7: Communication Tools</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 8:</b>	<b>The importance of visuals</b>
<b>Emergent Theme 26:</b>	<b>Time to form a response</b>
<b>Subordinate Theme 8: Impact of language on views</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 11:</b>	<b>Literal interpretation</b>
<b>Emergent Theme 28:</b>	<b>Language or experience</b>
<b>Subordinate Theme 9: School as a journey (personal constructs)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 17:</b>	<b>New experiences</b>
<b>Emergent Theme 19:</b>	<b>School as a journey/moving on</b>
<b>Subordinate Theme 10: Concept of Readiness (personal constructs)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 31:</b>	<b>Feeling ready for secondary school</b>
<b>Emergent Theme 32:</b>	<b>Being ready for secondary school</b>
<b>Subordinate Theme 11: Belief in school as a good experience (personal constructs)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 20:</b>	<b>Belief in school as a good experience</b>
<b>Subordinate Theme 12: Perceptions of secondary school (personal constructs)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 21:</b>	<b>Secondary as better</b>
<b>Emergent Theme 22:</b>	<b>Secondary as different</b>
<b>Subordinate Theme 13: Building blocks of school</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 13:</b>	<b>School as a place of learning</b>
<b>Emergent Theme 14:</b>	<b>School as a social place</b>
<b>Emergent Theme 15:</b>	<b>School as a place of structure and routines</b>
<b>Emergent Theme 30:</b>	<b>School as a physical structure</b>
<b>Subordinate Theme 14: Relationships (attachment)</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>



<b>Emergent Theme 10:</b>	<b>Sense of belonging</b>
<b>Emergent Theme 18:</b>	<b>Importance of names</b>
<b>Emergent Theme 24:</b>	<b>Importance of having a history with others</b>
<b>Emergent Theme 25:</b>	<b>Following in family footsteps</b>
<b>Subordinate Theme 15: Coping tools</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 29:</b>	<b>Importance of familiarity</b>

#### List of Emergent Themes:

Emergent Theme 1: Presenting herself as an animal lover  
Emergent Theme 2: Wanting to be known/how she presents herself  
Emergent Theme 3: Being special  
Emergent Theme 4: Concept of best friend “I got other best friends”  
Emergent Theme 5: Concept of friendship  
Emergent Theme 6: Friendships based on need  
Emergent Theme 7: Friendship reflecting family life - “And she looked after me”  
Emergent Theme 8: The importance of visuals  
Emergent Theme 9: Being vulnerable - “and she looked after me”  
Emergent Theme 10: Sense of belonging  
Emergent Theme 11: Literal interpretation  
Emergent Theme 12: Understanding is based on real experiences – “in big school science is something that you can do”  
Emergent Theme 13: School as a place of learning  
Emergent Theme 14: School as a social place  
Emergent Theme 15: School as a place of structure and routines  
Emergent Theme 16: Expressing emotions  
Emergent Theme 17: New experiences - “it’s kind of good changing classes”  
Emergent Theme 18: Importance of names  
Emergent Theme 19: School as a journey/moving on – “I never done that before”  
Emergent Theme 20: Belief in school as a good experience  
Emergent Theme 21: Secondary as better - - “proper science”  
Emergent Theme 22: Secondary as different  
Emergent Theme 23: Concept of same and different  
Emergent Theme 24: Importance of having a history with others  
Emergent Theme 25: Importance of family, following in their footsteps  
Emergent Theme 26: Time to form a response  
Emergent Theme 27: Self concept  
Emergent Theme 28: Language or experience  
Emergent Theme 29: Importance of familiarity  
Emergent Theme 30: School as a physical structure - “it’s massive”  
Emergent Theme 31: Feeling ready for secondary school  
Emergent Theme 32: Being ready for secondary school - “That you can”

#### Data Trail Emergent Themes:

<b>Emergent Theme 1: Presenting herself as an animal lover</b>	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
4P4.	Erm tttt taking my dogs for a walk?
8P4.	Staffs.
10P4.	Well my old one is 18 she’s called Mollie.
12P4.	And then my other one is one and she’s called Dandy.
22P4.	Yeah cats!
24P4.	She explains that she has four cats. Four.
26P4.	When asked which her favourite animal is, she does not show a preference for her dogs or cats. Her cats are not on her visual.

	Both.
<b>Emergent Theme 2: Wanting to be known/how she presents herself</b>	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
4P4.	Erm tttt taking my dogs for a walk?
10P4.	Well my old one is 18 she's called Mollie.
22P4.	Yeah cats!
50P4.	Erm tt my I got other best friends.
104P4.	Yeah. The start of year three.
240P4.	She feels that it is a good thing that the year 7's have their own playground. She makes it clear that she is referring to year sevens. Yes. For year seven's.
<b>Emergent Theme 3: Being special</b>	
Excerpt:	Initial notes:
172P4.	She explains that her "buddy" will be showing her around the school. Yeah she'll be showing me round. She's called Leanne.
176P4.	Being helpless. Need someone to look after her. Feeling special. Yeah and she'll be helping me.
178P4.	When asked how having a buddy makes her feel, she say that she is "happy". Happy.
222P4.	Because then they can show me around.
236P4.	Err (long pause) the year seven playground is kind of small (pause) and year sevens have assembly that's different to other years. That we have our own assembly year sevens.
240P4.	She feels that it is a good thing that the year 7's have their own playground. She makes it clear that she is referring to year sevens. Yes. For year seven's.
<b>Emergent Theme 4: Concept of best friend - "I got other best friends"</b>	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
30P4.	Confirms who her best friend is. Yeah.
32P4.	Yeah well we go in the same taxi together. Erm we play together. Erm. We are not in the same class.
34P4.	She explains how they were in the same class when they were in year 3. This seems important to her. Yeah in year 3 we were.
36P4.	She confirms that she liked being in the same class as her best friend. Yeah.
50P4.	Erm tt my I got other best friends.
52P4.	Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.
90P4.	I get to sit with my best friends.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn't have any friends either there so then we started to be best friends and we were we were in the same class together.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
136P4.	She describes being with her friend Ophelia, as "good". Good.
142P4.	Yeah and at lunch and on then Friday lunch I sat next to my other best friend called Lilith. With her and her friends.
<b>Emergent Theme 5: Concept of friendship</b>	
Excerpt:	Initial notes:
40P4.	She confirms that she has other friends in addition to her best friend. Yeah.

58P4.	Err playing with my friends.
60P4.	Err normally I play with Alice and Nadia, but sometimes at lunchtimes Nadia goes and plays football so I play with Alice, Stacey and Nina.
62P4.	<b>When asked about what she and her friends play, she refers to this as “sisters”.</b> We play sisters.
64P4.	Me and Alice normally play it together so we’re like twin sisters.
66P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
92P4.	She confirms the importance of friendship and being with her friends at lunchtime. Yeah.
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
98P4.	And we and she looked after me.
100P4	She agrees that her friend looking after her was a lovely start to school. Yeah.
102P4.	Yeah as we didn’t really have other friends then and then we met Nadia in year four.
120P4.	Yeah I thought everyone was starting in year 3 and Alice was tt she didn’t have any friends either there so then we started to be best friends and we were we were in the same class together.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
136P4,	She describes being with her friend Ophelia, as “good”. Good.
138P4.	She confirms she was pleased to be with her old friend during the induction days. Yeah.
144P4.	Being with my old mates.
146P4.	Err it felt weird because I haven’t seen them for a very long time, for four years.
170P4.	Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
<b>Emergent Theme 6: Friendship based on need</b>	
Excerpt:	Initial notes:
32P4.	Yeah well we go in the same taxi together. Erm we play together. Erm. We are not in the same class.
34P4.	Yeah in year 3 we were.
36P4.	She confirms that she liked being in the same class as her best friend. Yeah.
52P4.	Yeah and I’ve got three best friends which is Alice, Nadia who is in my class and Lilith who’s got, who’s at my old school and we’re going to the same secondary school.
60P4.	Err normally I play with Alice and Nadia, but sometimes at lunchtimes Nadia goes and plays football so I play with Alice, Stacey and Nina.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
140P4.	<b>She sat next to her “old friend” in the same way she sat with Alice when she started at her current school. History repeating. Friendship based on need?</b> Erm (pause) err we sat next to each other.
142P4.	Yeah and at lunch and on then Friday lunch I sat next to my other best friend called Lilith. With her and her friends.
170P4.	Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
180P4.	Yeah and I’ve got friends who can show me around. Tell me where the classes are because I’ll get confused because it’s big and there a stair with loads of classes.
182P4	Err Leanne and my other friends can help me as well.
186P4.	My best friend Ophelia cos we’re going to be in the same class cos her brother’s gone to Gilroy as well so she’ll probably know and two of my brothers have been there. And tt there’s an English lesson class and a maths class and science class, art class.
<b>Emergent Theme 7: Friendship reflecting family life – “And she looked after me”</b>	

Excerpt:	Initial notes:
62P4.	When asked about the kind of things that they play, she describes how they play “sisters”. We play sisters.
64P4.	Me and Alice normally play it together so we’re like twin sisters.
66P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
98P4.	Uses “looked after me” to describe relationship with her friend. And we and she looked after me.
<b>Emergent Theme 8: The importance of visuals</b>	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
20P4.	Reliance on others or visuals. Struggles to think of things for herself. Yeah (pause).
50P4.	The concept of friendship is important to her. She has a number of “best” friends. These are not on her visual and so were forgotten at first. She wants to say more about herself. The importance of being known. Erm tt my I got other best friends.
56P4.	When asked about her current school, she refers to her visual and says that she likes English and playing with her friends on the playground, science, PE and writing. Err tt I like English. I like playing... with my friends on the playground, I like science, I like PE, I like writing.
170P4.	She describes on her visual that she has friends that will be going to the same secondary school as her. She also describes how there are older pupils already there that she knows and that she will have a buddy. Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
<b>Emergent Theme 9: Being vulnerable – “and she looked after me”</b>	
Excerpt:	Initial notes:
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
98P4.	And we and she looked after me.
128P4.	Her first response to talking about her new school is a sharp intake of breath and she says it is “massive”. (deep breath) It’s massive.
132P4.	And two of my brothers went there, well one of them now kind of still going there but he’s home schooled because they stopped their help in year 10.
170P4.	Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
172P4.	Yeah she’ll be showing me round. She’s called Leanne.
174P4.	Yeah she’s in year 10 and she’s going up to year 11 when I start.
176P4.	Yeah and she’ll be helping me.
180P4.	Yeah and I’ve got friends who can show me around. Tell me where the classes are because I’ll get confused because it’s big and there a stair with loads of classes.
182P4.	Err Leanne and my other friends can help me as well.
198P4.	Ooh because Gilroy secondary is massive and you could get lost from the classes.
200P4.	Yes as Bowden School you can’t get lost as there’s no stairs and it’s not massive.
222P4.	Because then they can show me around.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that’s what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
252P4.	When asked how she will manage the difference in her new school, she replies that she will ask to see what lessons she has to go to. Err ask; see what lessons I have to go to.
<b>Emergent Theme 10: Sense of belonging</b>	

Excerpt:	Initial notes:
72P4.	Writing as a group activity. Reliance of others? Part of the group. Need to base narrative on real experience. Erm tt right now we're going to write err this old man playing a piano.
74P4.	Yes and we are going to write about that.
76P4.	Err I like PE like erm tt (pause) PE I like playing PE. Sometimes we play (pause) tennis.
78P4.	Yes and erm (long pause) tt sometimes we play catch.
80P4.	Football and basketball as team sports, shared experience. Sense of belonging. Play football err (long pause) basketball.
102P4.	Yeah as we didn't really have other friends then and then we met Nadia in year four.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn't have any friends either there so then we started to be best friends and we were we were in the same class together.
126P4.	When asked where she is going, she is able to name her secondary school with enthusiasms and sense of pride. Gilroy Secondary.
132P4.	Use of "they" she does not yet belong to that school. And two of my brothers went there, well one of them now kind of still going there but he's home schooled because they stopped their help in year 10.
152P4.	Use of "we did", she is beginning to feel part of her new school. We did on Friday afternoon, we did science.
<b>Emergent Theme 11: Literal interpretation</b>	
Excerpt:	Initial notes:
46P4.	Hesitant start. Literal interpretation of what channel she watches. Ttt (long pause) ttt ITV?
246P4.	Express feeling "excited, happy" to feeling ready for her new school. Literal interpretation of feeling ready. Excited, happy erm (pause).
<b>Emergent Theme 12: Understanding is based on real experiences – "in big school science is something that you can do"</b>	
Excerpt:	Initial notes:
72P4.	When asked what kind of stories she likes to write, she does not answer this, but describes a piece of writing they are going to do in class about an old man playing a piano. Erm tt right now we're going to write err this old man playing a piano.
114P4.	When she is asked what is nice about the school, she struggles to answer. Err well erm tt (pause) err.
190P4.	Able to talk about new experiences when this is something she has actually experienced firsthand. Yes we did English, maths um music, art.
204P4.	When asked if she will be doing anything different to now, she needs time to think about this. She describes how in art they were drawing with a crayon. Um tt art as drawing it and we had a crayon.
206P4.	Yeah and science because normally in this school about science we talk about about erm ttt about smoking and drinking and normally we write that down. But in big school science is something that you can do like what I did.
208P4.	She confirms science is more investigations and experiments at secondary school. Yeah.
210P4.	Confirming more investigations and experiments in science would be good. Yes (laughs).
212P4.	Not sure how the schools may be different? Need for more experience? Is this based on the two visits? Erm ttt mm (pause) no.
224P4.	Moving classes is on her mind and she believes this will be difficult. Being vulnerable. Understanding is based on the lived experience. Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.

<b>Emergent Theme 13: School as a place of learning</b>	
Excerpt:	Initial notes:
56P4.	Err tt I like English. I like playing... with my friends on the playground, I like science, I like PE, I like writing.
70P4.	Err I like English because (pause) I like writing stories.
72P4.	Erm tt right now we're going to write err this old man playing a piano.
74P4.	She confirms confidently the class are going to write about an old man playing a piano. Yes and we are going to write about that.
82P4.	We would do English and maths. That's what we normally do and then in the afternoons we normally do (pause) sometimes we do creative links erm science.
152P4.	We did on Friday afternoon, we did science.
186P4.	My best friend Ophelia cos we're going to be in the same class cos her brother's gone to Gilroy as well so she'll probably know and two of my brothers have been there. And tt there's an English lesson class and a maths class and science class, art class.
188P4.	She confirms there are lots of classes and adds a music class to the list of lessons. Yes and a music class.
190P4.	She confirms that as well as science on the induction, she did English, maths, music and art. These are all the lessons she had just named. Yes we did English, maths um music, art.
204P4.	Um tt art as drawing it and we had a crayon.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
258P4.	When asked how her current school has helped, she responds her maths, English, writing stories and PE lessons and having friends. Err with maths and English, writing stories, PE and friends.
<b>Emergent Theme 14: School as a social place</b>	
Excerpt:	Initial notes:
56P4.	Err tt I like English. I like playing... with my friends on the playground, I like science, I like PE, I like writing.
58P4.	Err playing with my friends.
84P4.	She confirms that playtimes are the best bit of her school day. Yeah.
86P4.	When asked how she finds lunchtimes at school, she responds "good" with confidence but does not expand on this. Good.
90P4.	When asked what is good about lunchtimes, she responds that she gets to "sit with my best friends". I get to sit with my best friends.
116P4.	When the question is rephrased to the good things about the school, she says that the teachers are "nice". Nice teachers.
118P4.	When asked if there is anything else about her current school, she responds "nice pupils". Err (pause) nice pupils.
144P4.	She describes how the best bit of the induction was "being with my old mates", her friends from her old school. Being with my old mates.
242P4.	Explains that the small playground is a good idea for year sevens so that they can meet people. Erm so you can meet people.
258P4.	When asked how her current school has helped, she responds her maths, English, writing stories and PE lessons and having friends. Err with maths and English, writing stories, PE and friends.
<b>Emergent Theme 15: School as a place of structure and routines</b>	
Excerpt:	Initial notes:
82P4.	We would do English and maths. That's what we normally do and then in the



	afternoons we normally do (pause) sometimes we do creative links erm science.
152P4.	We did on Friday afternoon, we did science.
162P4.	When the concept of safety is brought up, she explains how they had to wear “those glasses”. Yeah you have to wear those glasses.
232P4.	Because it’s massive and you change classes.
<b>Emergent Theme 16: Expressing emotions</b>	
Excerpt:	Initial notes:
94P4.	When asked to describe her first day here, her first response is one of feeling “scared”. Err a bit scared.
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn’t have any friends either there so then we started to be best friends and we were we were in the same class together.
160P4.	<b>She can express her feelings. “Kind of scared”.</b> Yeah I was kind of scared of the fire (nervous laugh).
178P4.	When asked how having a buddy makes her feel, she say that she is “happy”. Happy.
192P4.	When asked how she felt on the two induction days, she says She felt “alight” with confidence. Alright.
226P4.	She feels excited about the difference of moving classes although adds a nervous laugh when she says this. Excited (nervous laugh).
234P4.	(pause) Feel excited.
246P4.	Excited, happy erm (pause).
248P4.	It’s fun feeling excited.
250P4.	<b>She contradicts that it is good to change classes but earlier spoke of needing help and getting lost. Has she moved her thinking on during the discussion?</b> Err it’s kind of good changing classes.
<b>Emergent Theme 17: New experiences as exciting “it’s kind of good changing classes”</b>	
Excerpt:	Initial notes:
154P4.	When asked how the science lesson was, she describes it as good initially before adding “proper science”. She seems excited about this. Good (pause) proper science.
156P4.	Electricity that we had. It’s a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool.
162P4.	When the concept of safety is brought up, she explains how they had to wear “those glasses”. Yeah you have to wear those glasses.
166P4.	I never done that before.
214P4.	Yeah it’s fun.
216P4.	She confirms she thinks the difference between the two schools will be fun. Yeah.
226P4.	She feels excited about the difference of moving classes although adds a nervous laugh when she says this. Excited (nervous laugh).
234P4.	When asked what feelings these difference bring, she needs time to think about this before reiterating that she is excited. (pause) Feel excited.
248P4.	It’s fun feeling excited.
250P4.	Err it’s kind of good changing classes.
<b>Emergent Theme 18: Importance of names</b>	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
10P4.	Well my old one is 18 she’s called Mollie.

12P4.	And then my other one is one and she's called Dandy.
52P4.	Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.
60P4.	Err normally I play with Alice and Nadia, but sometimes at lunchtimes Nadia goes and plays football so I play with Alice, Stacey and Nina.
64P4.	Me and Alice normally play it together so we're like twin sisters.
66P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
102P4.	Yeah as we didn't really have other friends then and then we met Nadia in year four.
120P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
126P4.	When asked where she is going, she is able to name her secondary school with enthusiasms and sense of pride. Gilroy Secondary.
172P4.	Yeah she'll be showing me round. She's called Leanne.
182P4.	Er Leanne and my other friends can help me as well.
<b>Emergent Theme 19: School as a journey/moving on - "I never done that before"</b>	
Excerpt:	Initial notes:
52P4.	Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.
104P4.	She confirms that she started at this school in year three, making it clear that it was at the start of year three. Yeah. The start of year three.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn't have any friends either there so then we started to be best friends and we were we were in the same class together.
130P4.	Yeah I've had an induction there for two days on Thursday and Friday I did.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
140P4.	Erm (pause) err we sat next to each other.
144P4.	Being with my old mates.
146P4.	When asked how it felt to see her old friends, she describes that it felt "weird" as she has not seen them "for a very long time, for four years". Err it felt weird because I haven't seen them for a very long time, for four years.
152P4.	Moving on. She has experienced a science lesson. We did on Friday afternoon, we did science.
154P4.	"Proper science at secondary. Is science "not proper" in primary? Moving on. Good (pause) proper science.
156P4.	Electricity that we had. It's a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool.
162P4.	Science in secondary as something dangerous. Growing up. Yeah you have to wear those glasses.
166P4.	Secondary as something exciting where she has new experiences. Growing up. I never done that before.
170P4.	Moving on from current friends. Has friends that are going there. Having a "buddy" who is "big" is she little and helpless? Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I'm having a buddy there.
174P4.	Moving on. A journey for everyone. Needing to be looked after. Yeah she's in year 10 and she's going up to year 11 when I start.
192P4.	Appearing ready for the change of schools. Moving on. Is this based on her experience? Alright.
206P4.	Yeah and science because normally in this school about science we talk about about erm ttt about smoking and drinking and normally we write that down. But in big



	school science is something that you can do like what I did.
240P4.	She feels that it is a good thing that the year 7's have their own playground. She makes it clear that she is referring to year sevens. Yes. For year seven's.
254P4.	She feels that she is ready for the changes she will experience. Moving on. Yeah.
<b>Emergent Theme 20: Belief in school as a good experience</b>	
Excerpt:	Initial notes:
84P4.	She confirms that playtimes are the best bit of her school day. Yeah.
86P4.	When asked how she finds lunchtimes at school, she responds "good" with confidence but does not expand on this. Good.
90P4.	I get to sit with my best friends.
106P4.	When asked how she feels about school now, she replies "good" with confidence. Good.
112P4.	When asked what she would tell a visit about this school, she would describe her current school as "nice". Nice.
116P4.	Nice teachers.
118P4.	Err (pause) nice pupils.
124P4.	Confirms that she has had a nice experience of her current school. Yeah.
130P4.	She talks about her induction days with confidence. Moving on? Yeah I've had an induction there for two days on Thursday and Friday I did.
<b>Emergent Theme 21: Secondary as better – "proper science"</b>	
Excerpt:	Initial notes:
154P4.	When asked how the science lesson was, she describes it as good initially before adding "proper science". She seems excited about this. Good (pause) proper science.
156P4.	Science in secondary as "cool". Moving on. She is excited. Electricity that we had. It's a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool.
206P4.	Yeah and science because normally in this school about science we talk about about erm tt about smoking and drinking and normally we write that down. But in big school science is something that you can do like what I did.
210P4.	Confirming more investigations and experiments in science would be good. Yes (laughs).
<b>Emergent Theme 22: Secondary as different</b>	
Excerpt:	Initial notes:
198P4.	Ooh because Gilroy secondary is massive and you could get lost from the classes.
200P4.	Yes as Bowden School you can't get lost as there's no stairs and it's not massive.
204P4.	When asked if she will be doing anything different to now, she needs time to think about this. She describes how in art they were drawing with a crayon. Um tt art as drawing it and we had a crayon.
220P4.	Erm. I know people who are from Gilroy.
222P4.	Because then they can show me around.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
230P4.	When asked what words the new school brings to mind, she said "different". Erm it's different.
252P4.	When asked how she will manage the difference in her new school, she replies that she will ask to see what lessons she has to go to. Err ask, see what lessons I have to go to.
<b>Emergent Theme 23: Concept of same and different old and new</b>	
Excerpt:	Initial notes:
10P4.	Well my old one is 18 she's called Mollie.
12P4.	And then my other one is one and she's called Dandy.

18P4.	She distinguishes the different behaviour of the young dog to the old dog.
26P4.	Not prepared to choose one over another. Sense of fairness. Both.
32P4.	Concept of friendship. The importance of being together. Sense of same and different. Yeah well we go in the same taxi together. Erm we play together. Erm. We are not in the same class.
134P4.	Old friends, she is returning to the fold. Moving on from her current friends? Concept of friendship. It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
144P4.	Old friends. Moving on from her current friends? They are her history, as with her "old" dog. Being with my old mates.
<b>Emergent Theme 24: Importance of having a history with others</b>	
Excerpt:	Initial notes:
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
140P4	Sat next to her "old friend" in the same way she sat with Alice when she started at her current school. History repeating. Friendship based on need? Erm (pause) err we sat next to each other.
144P4.	Being with my old mates.
146P4.	History repeating seeing friends after a long time and feeling weird. Sense of who she is. Err it felt weird because I haven't seen them for a very long time, for four years.
148P4.	When asked if she felt she or her friends have changed over the past 4 years, she responds that she does not know. Err (pause) tt err I don't know.
186P4.	Talks of her "best" friend as she will be in her class. Same experience as starting at current school. Reliance on friends close by? Her family and her friends have shared this experience following in their footsteps. My best friend Ophelia cos we're going to be in the same class cos her brother's gone to Gilroy as well so she'll probably know and two of my brothers have been there. And tt there's an English lesson class and a maths class and science class, art class.
<b>Emergent Theme 25: Importance of family, following in their footsteps</b>	
Excerpt:	Initial notes:
132P4.	And two of my brothers went there, well one of them now kind of still going there but he's home schooled because they stopped their help in year 10.
186P4.	My best friend Opheliacos we're going to be in the same class cos her brother's gone to Gilroy as well so she'll probably know and two of my brothers have been there. And tt there's an English lesson class and a maths class and science class, art class.
<b>Emergent Theme 26: Time to form a response</b>	
Excerpt:	Initial notes:
4P4.	Erm tttt taking my dogs for a walk?
42P4.	Err tt tt Victorious.
46P4.	Ttt (long pause) ttt ITV?
50P4.	Erm tt my I got other best friends.
70P4.	Err I like English because (pause) I like writing stories.
72P4.	Erm tt right now we're going to write err this old man playing a piano.
76P4.	Err I like PE like erm tt (pause) PE I like playing PE. Sometimes we play (pause) tennis.
78P4.	Yes and erm (long pause) tt sometimes we play catch.
80P4.	Play football err (long pause) basketball.
140P4.	Erm (pause) err we sat next to each other.
212P4.	When asked if she thinks anything else is different between her current and new school, she responds "no" after giving this some thought. Erm ttt mm (pause) no.
234P4.	When asked what feelings these difference bring, she needs time to think about this

	before reiterating that she is excited. (pause) Feel excited.
<b>Emergent Theme 27: Self Concept</b>	
Excerpt:	Initial notes:
8P4.	Dogs are an important part of her life. She knows facts about them. Staffs.
16P4.	Self as fun. Enjoying a joke. Laughs.
28P4.	Self as a sport lover.
76P4.	She enjoys PE. Tennis is a shared experience. Sense of belonging. Concept of self as sports lover. Err I like PE like erm tt (pause) PE I like playing PE. Sometimes we play (pause) tennis.
80P4.	Football and basketball team sports, shared experience. Sense of belonging. Concept of self as sports lover. Play football err (long pause) basketball.
<b>Emergent Theme 28: Language or experience</b>	
Excerpt:	Initial notes:
38P4.	Is the lack of information result of her language skills or lack of experience talking about herself. Yeah.
42P4.	Lack of confidence in talking about herself. Does she usually talk about herself? Err tt tt Victorious.
44P4.	She responds with “yeah” rather than saying more to end this topic of conversation. Yeah.
46P4.	When asked if she watches anything else on television, she is hesitant and unsure and needs time to think. She names a channel rather than something that she likes to watch in order to say something in response. She answers as if this is a question. Ttt (long pause) ttt ITV?
108P4.	Struggles to verbalise her thoughts. Is this her language skills or experience in doing so? Mmm.
110P4.	She appears to be struggling for others things to say about school. Err ttt (pause).
114P4.	Struggles to verbalise her thoughts. Needs to base her answers on real experiences as with her writing. Err well erm tt (pause) err.
<b>Emergent Theme 29: Importance of Familiarity/not knowing</b>	
Excerpt:	Initial notes:
94P4.	When asked to describe her first day here, her first response is one of feeling “scared”. Err a bit scared.
96P4.	She confirms that she felt a bit scared on her first day and explains how she was crying in the office and her now best friend gave her a hug. Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
106P4.	School as a positive experience. This has moved on from her first day in tears. Importance of familiarity. Good.
120P4.	Yeah I thought everyone was starting in year 3 and Alice was tt she didn’t have any friends either there so then we started to be best friends and we were we were in the same class together.
160P4.	When asked if she enjoyed the science lesson, she agrees but admits to feeling “kind of scared” of the fire in the lesson. She follows this up with a nervous laugh. Yeah I was kind of scared of the fire (nervous laugh).
220P4.	Importance of knowing people. Familiarity. Relying on others? Erm. I know people who are from Gilroy.
<b>Emergent Theme 30: School as a physical structure – “it’s massive”</b>	
Excerpt:	Initial notes:

128P4.	Her first response to talking about her new school is a sharp intake of breath and she says it is “massive”. (deep breath) It’s massive.
180P4.	Yeah and I’ve got friends who can show me around. Tell me where the classes are because I’ll get confused because it’s big and there a stair with loads of classes.
186P4.	My best friend Ophelia cos we’re going to be in the same class cos her brother’s gone to Gilroy as well so she’ll probably know and two of my brothers have been there. And tt there’s an English lesson class and a maths class and science class, art class.
198P4.	Ooh because Gilroy secondary is massive and you could get lost from the classes.
222P4.	Because then they can show me around.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that’s what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
232P4.	Because it’s massive and you change classes.
<b>Emergent Theme 31: Feeling ready for secondary school</b>	
Excerpt:	Initial notes:
192P4.	When asked how she felt on the two induction days, she says she felt “alight” with confidence. Alright.
194P4.	When asked if she felt the two days had been helpful, she responds “yeah”. Yeah.
196P4.	When asked if she felt the two days were a good idea, she responds “yeah”. Yeah.
214P4.	When asked if she feels ready for the differences she has described between the two schools, she responds “yeah it’s fun”. Yeah it’s fun.
218P4.	She confirms that she is looking forward to the change. Yeah.
228P4.	When asked if she thinks moving around for classes is a good change, she responds “yes”. Yeah.
234P4.	When asked what feelings these difference bring, she needs time to think about this before reiterating that she is excited. Feel excited.
238P4.	When asked how she feels about the year sevens having their own assembly, she responds “fine”. She does not seem bothered. Fine
244P4.	She confirms that she feels ready for secondary school.
246P4.	When asked in what ways she feels ready, she describes her emotions of excited and happy. Excited, happy erm (pause).
248P4.	Feeling ready as she is excited and it’s fun feeling that way. A positive experience. It’s fun feeling excited.
<b>Emergent Theme 32: Being ready for secondary school – “That you can”</b>	
Excerpt:	Initial notes:
204P4.	When asked if she will be doing anything different to now, she needs time to think about this. She describes how in art they were drawing with a crayon. Um tt art as drawing it and we had a crayon.
254P4.	She confirms that she is ready for the changes she will experience. Yeah.
256P4.	She agrees that her current school has helped her with feeling ready. Yeah.
258P4.	When asked how her current school has helped, she responds her maths, English, writing stories and PE lessons and having friends. Err with maths and English, writing stories, PE and friends.
260P4.	When asked what being ready for secondary school means for her, she responds that you feel that you can and feel ready for going. That you can. That you feel ready for going into secondary school.

## Appendix V: Subordinate and Emergent Themes Participant 5

### Subordinate Themes: Participant 5 (Cassie)

<b>Subordinate Theme 1: Identity</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Concept of self
Emergent Theme 8:	Being special
<b>Subordinate Theme 2: Relationships (attachment)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 3:	Importance of names
Emergent Theme 4:	Sense of belonging
Emergent Theme 5:	Importance of parents
Emergent Theme 34:	Being part of a family
Emergent Theme 35:	Concept of friendship
<b>Subordinate Theme 3: Emotional Literacy</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 6:	Expressing emotions
Emergent Theme 12:	Empathy for others
<b>Subordinate Theme 4: Vulnerability</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 10:	Isolation
Emergent Theme 17:	Change is unsettling the need for stability
<b>Subordinate Theme 5: Coping tools</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 18:	Importance of knowing
Emergent Theme 33:	Coping tools
<b>Subordinate Theme 6: Communication Tools</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 26:	Time to collect thoughts
Emergent Theme 30:	Reliance on visual support
Emergent Theme 31:	Actions are easier than words
<b>Subordinate Theme 7: The lived experience (Personal Constructs)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 28:	Understanding based on the lived experience
<b>Subordinate Theme 8: Personal Narratives/Constructs</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 2:	Sense of Pride
Emergent Theme 7:	Importance of being understood/known
Emergent Theme 9:	Importance of play
Emergent Theme 11:	Being excluded – sense of fairness?
Emergent Theme 15:	Sense of freedom
Emergent Theme 29:	Assumption her world is understood
<b>Subordinate Theme 9: Sense of Power and Control (Defence mechanism)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 13:	Being in control of what she will share
Emergent Theme 27:	Response based on interest
<b>Subordinate Theme 10: School as a positive experience</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 14:	School as a positive experience
<b>Subordinate Theme 11: Perceptions of secondary school</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 22:	Secondary as different
Emergent Theme 23:	Secondary as better
<b>Subordinate Theme 12: The Building blocks of School</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 16:	School as a place for rules and need to conform
Emergent Theme 19:	School as a physical entity

<b>Emergent Theme 24:</b>	<b>School as a place for learning</b>
<b>Emergent Theme 36:</b>	<b>School as a social place</b>
<b>Subordinate Theme 13: Impact of language on ability to express views</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 25:</b>	<b>Literal interpretation</b>
<b>Emergent Theme 32:</b>	<b>Language impacted by feelings</b>
<b>Subordinate Theme 14: School as a journey</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 37:</b>	<b>Embracing new experiences</b>
<b>Emergent Theme 38:</b>	<b>School as a journey. Moving on</b>
<b>Subordinate Theme 15: Secondary school Readiness</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 20:</b>	<b>Feeling ready for secondary</b>
<b>Emergent Theme 21:</b>	<b>Being ready for secondary</b>

#### List of Emergent Themes:

- Emergent Theme 1: Concept of Self  
Emergent Theme 2: Sense of Pride - "I can wear any shoes today"  
Emergent Theme 3: Importance of names  
Emergent Theme 4: Sense of belonging- "They can't fit me in"  
Emergent Theme 5: Importance of parents - "My mum got a letter"  
Emergent Theme 6: Expressing emotions  
Emergent Theme 7: Importance of being understood/known  
Emergent Theme 8: Being special - "Just year 6"  
Emergent Theme 9: Importance of play  
Emergent Theme 10: Isolation  
Emergent Theme 11: Being excluded – sense of fairness?  
Emergent Theme 12: Empathy for others  
Emergent Theme 13: Being in control of what she will share – "And that it"  
Emergent Theme 14: School as a positive experience - "it's fun"  
Emergent Theme 15: Sense of freedom - "we go anywhere"  
Emergent Theme 16: School as a place for rules and need to conform - "We need to..."  
Emergent Theme 17: Change is unsettling the need for stability – "I don't know I didn't been in my new class yet"  
Emergent Theme 18: Importance of knowing  
Emergent Theme 19: School as a physical entity – "it's big"  
Emergent Theme 20: Feeling ready for secondary  
Emergent Theme 21: Being ready for secondary  
Emergent Theme 22: Secondary as different  
Emergent Theme 23: Secondary as better  
Emergent Theme 24: School as a place for learning  
Emergent Theme 25: Literal interpretation  
Emergent Theme 26: Time to collect thoughts  
Emergent Theme 27: Response based on interest  
Emergent Theme 28: Understanding based on lived experience  
Emergent Theme 29: Assumption her world is understood  
Emergent Theme 30: Reliance on visual support  
Emergent Theme 31: Actions are easier than words – "You want to see?"  
Emergent Theme 32: Language impacted by feelings  
Emergent Theme 33: Coping tools  
Emergent Theme 34: Being part of a family  
Emergent Theme 35: Concept of friendship – "Playing with my....making new friends"  
Emergent Theme 36: School as a social place  
Emergent Theme 37: Embracing new experiences - "We go anywhere"  
Emergent Theme 38: School as a journey. Moving on

**Data Trail for Emergent Themes:**

<b>Emergent Theme 1: Concept of self</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P5.	I done a show.
16P5.	Erm we didn't done no work last week.
42P5.	YouTube.
44P5.	Watching different videos.
142P5.	She enjoys the joke that she is not able to wear pink shoes to school. (Shakes head) laughs.
180P5.	(Laughs).
182P5.	She laughs saying that they have been to Kidzania twice. She appears to enjoy sharing a joke about this. Two (laughs).
282P5.	When asked what clubs she would like to have at her new school, she expresses an interest in attending a swimming club. Swimming.
286P5	She says that she likes swimming. Yeah.
296P5.	She reiterates that she likes swimming. Yeah.
298P5.	When asked what she enjoyed during her visit to her new school, she responds "Walking, writing and ICT". Walking, writing and ICT.
<b>Emergent Theme 2: Sense of Pride "I can wear any shoes today"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P5.	I done a show.
72P5.	When asked whose party it is today, she proudly points to herself. (Points to self).
74P5.	She seems proud of what year 6 can have and others can't. Does this make her feel special? Just year 6.
112P5.	She is proud of her school and what it has to offer. A jungle gym.
144P5.	I can wear any shoes today.
176P5.	We don't stay here. We go on a coach to Kidzania.
178P5.	We already been 2 times.
212P5.	You want to see?
214P5.	It's big.
216P5.	That that big (arms outstretched)
<b>Emergent Theme 3: Importance of names</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
56P5.	There's Max then me then Annie.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
172P5.	Yeah in scene one Kenny was in scene one and scene four.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
204P5.	But Miss Apple was in our group said "all of us keep together".
206P5.	Yeah and Miss Hardy and Miss Andrews come with us.
222P5.	Fieldes School.



270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
<b>Emergent Theme 4: Sense of Belonging - "They can't fit me in"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
8P5.	When asked if she did the dance on her own or with others, she responds "others". Erm others.
16P5.	Erm we didn't done no work last week.
28P5.	We doing on the Thursday something (swallows) to the parents.
74P5.	Just year 6.
78P5.	Not the year 5.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed.
102P5.	We go anywhere.
110P5.	We have a jungle gym.
116P5.	We go on there, run on.
148P5.	No like just two people from my class can't come.
152P5.	They been naughty. And on Wednesday, and on Wednesday, it our class party (voice raising with emotion).
156P5.	Just year 6.
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
166P5.	This is so silly (heightened emotion) leaving one person out of our class assembly.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
176P5.	We don't stay here. We go on a coach to Kidzania.
178P5.	We already been 2 times.
196P5.	No we need to all come back.
210P5.	Allder school and our playground.
222P5.	When asked where she is going when she leaves her current school, she is able to name her new school. She picks up her visual as she does so. Fieldes School.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	They no can move me up the next like class.
236P5.	She had identified herself as a member of Row class. Yes.
242P5.	No there were other. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
252P5.	It's like there be nine or seven. There is nine in Row class and now they can't fit me in (upset).
254P5.	Then I need a class there be eleven people in my new class.
258P5.	Yeah there twenty six.
262P5.	Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
266P5.	When asked where her classroom is, she points to her classroom. Yeah, there (pointing).
268P5.	I don't know I didn't been in my new class yet.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
272P5.	She confirms that she needs to know her class. Yeah.
274P5.	Sense of belonging. She wants to go to clubs at her new school. Yes.
276P5.	I don't know I didn't been yet the clubs.
288P5.	She has a desire to belong. She will join "any" club to do so. Being social is her world. She wants a range of experiences.



	Any one.
290P5.	She confirms that she goes to clubs at her current school. Yeah.
292P5.	Football Monday Tuesday is (pause) Friday hip hop it not on anymore. Next time other people saying they can go there.
326P5.	We need to try to chuck all the balls off.
330P5.	Erm I don't know.
332P5.	Yeah green top, white top with a logo on. I don't know uniform yet.
334P5.	Playing with my....making new friends.
<b>Emergent Theme 5: Importance of parents - "My mum got a letter"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
28P5.	We doing on the Thursday something (swallows) to the parents.
30P5.	No different.
34P5.	To like on Thursday mum said we finish on Friday now we finish on Thursday.
160P5.	Because he want his mum (becoming upset) to see and walked all way there and back.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
<b>Emergent Theme 6: Expressing emotions</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
10P5.	She does not verbally express emotion about the experience of the show. (Nods).
18P5.	When "none" is misunderstood as "new", she repeats to make herself understood. She raises her voice and speaks firmly and appearing frustrated. We didn't done none.
34P5.	To like on Thursday mum said we finish on Friday now we finish on Thursday.
124P5.	She responds crossly, correcting the language that has been misunderstood. No. Said a place being here.
146P5.	Any clothes. Bring in from home dress all up. Some year sixes going home at the end of day (swallows) and some of them is staying in here.
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
168P5.	Sad.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
226P5.	Erm year 7 and I'm in a different classroom now. I'm not in Row class (deep breath) I'm in another classroom.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	Expressing that she can't move into the next class, getting muddled with her words. They they can move me up the next like class.
242P5.	Voice shows how emotional she is. She attempts to make sense of it in her mind by running through the day. No there were other. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
252P5.	It's like there be nine or seven. There is nine in Row class and now they can't fit me in (upset).
254P5.	Then I need a class there be eleven people in my new class.
268P5.	She expresses concern that she does not know where her new class is as she has not been in it yet. I don't know I didn't been in my new class yet.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say

	I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
340P5.	Because I'm excited.
344P5.	She is looking forward to being in year 7 even though this is causing her distress. Conflicting emotions. To be going into year seven.
360P5.	Going up in my new class.
<b>Emergent Theme 7: Importance of being understood/known</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
18P5.	When "none" is misunderstood as "new", she repeats to make herself understood. She raises her voice and speaks firmly and appearing frustrated. We didn't done none.
22P5.	Can elaborate on her words perhaps she wants to prove she can communicate. Wants to be known. Rehearsing for show.
24P5.	She wants to be understood. Checking what is being asked of her. What this show?
30P5.	When asked if the parents will see the same show, she is able to communicate that this will be something different to the hip hop show saying "no different". No different.
124P5.	She responds crossly, correcting the language that has been misunderstood. No. Said a place being here.
148P5.	She is able to assert herself to clarify a misunderstanding that just two pupils from her class will be going home as they are not going to the party. No like just two people from my class can't come.
150P5.	She clarifies that the party is a barbeque. For the barbeque.
294P5.	She corrects "lots" to say that she went to two clubs here. She is able to express herself confidently. Two.
300P5.	Yeah not in the ICT room, went in the library room.
<b>Emergent Theme 8: Being special - "Just year 6"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
32P5.	I Know. It's just when year 6 are leaving.
36P5.	No. Year 5 finish on Friday.
70P5.	No. I'm having my party today.
72P5.	(Points to self).
74P5.	Just year 6.
76P5.	Confirms that the party is just for year 6 and seems proud of this. Yep.
78P5.	Not the year 5.
144P5.	I can wear any shoes today.
146P5.	Any clothes. Bring them from home dress all up.
<b>Emergent Theme 9: Importance of play</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
38P5.	When asked what she will do if she is not in school on Friday, she smiles and says she will play. Play (smiles).
40P5.	My phone, all night, all day.
62P5.	When asked if she plays with her neighbours at home, she explains that they play "in the square and the Wii". No, in the square and the Wii.
64P5.	When asked what she plays in the square, she responds "games" confidently. Games.
66P5.	Playing games.
108P5.	Playing (pause) outside.

110P5.	On (pause) We have a jungle gym.
116P5.	When asked what she does on the jungle gym, she explains that they go on by running on. We go on there, run on.
130P5.	Playing, playing with my friends and that it.
<b>Emergent Theme 10: Isolation</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P5.	The importance of her phone to her in that she will use it constantly if not at school. Her play at home is solitary. My phone, all night, all day.
42P5.	She is interested in technology and the world but as an observer. YouTube.
44P5.	She is someone who likes to watch YouTube videos. Watching rather than participating? Are responses based on interest. Watching different videos.
92P5.	Feelings of loneliness? Nobody.
94P5.	Yeah I sit on the sofa when I get to until I go on my phone (pause) and that it.
<b>Emergent Theme 11: Being excluded – sense of fairness?</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P5.	No (shakes head) Laura always go out with Fred.
68P5.	No. It was warm today so hats on and then Max and Annie go to their paddling pool.
74P5.	Just year 6.
76P5.	Confirms that the party is just for year 6 and seems proud of this. Yep.
78P5.	Not the year 5.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed.
148P5.	No like just two people from my class can't come.
152P5.	They been naughty. And on Wednesday, and on Wednesday, it our class party (voice raising with emotion).
156P5.	Just year 6.
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
162P5.	Yeah he came in at 1.30 (voice raised with emotion) and he came up for dinner.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.
166P5.	This is so silly (heightened emotion) leaving one person out of class assembly.
168P5.	The injustice makes her sad Sad.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
172P5.	She explains how his part was cut in scenes one and four showing a clear understanding of his involvement in the show. Yeah in scene one Kenny was in scene one and scene four.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	They no can move me up the next like class.
254P5.	Then I need a class there be eleven people in my new class.
<b>Emergent Theme 12: Empathy for others</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
162P5.	Yeah he came in at 1.30 (voice raised with emotion) and he came up for dinner.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.

166P5.	This is so silly (heightened emotion) leaving one person out of class assembly.
168P5.	The injustice makes her sad. She has concern for others. Sad.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
172P5.	Yeah in scene one Kenny was in scene one and scene four.
<b>Emergent Theme 13: Being in control of what she will share – “And that it”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
68P5.	No. It was warm today so hats on and then Max and Annie go to their paddling pool.
70P5.	She moves the conversation on, she is in control. No. I’m having my party today.
94P5.	Yeah I sit on the sofa when I get to until I go on my phone and that it.
96P5.	Feeling of control as to what she will talk about. Yeah.
126P5.	And that it.
130P5.	Playing, playing with my friends and that it.
134P5.	Yeah and that is all.
174P5.	And that it!
208P5.	Yeah. And that’s it.
248P5.	Uses “that it” to say she has finished talking about this. And that it.
310P5.	Confirms that the visit to her new school was last Thursday and Friday. She ends this conversation with “that’s it”. She has no more to offer. Yeah and that it.
312P5.	We walked there and that it.
336P5.	Uses “that it” to communicate the topic is finished. And that it.
342P5.	Uses “that it” to communicate the topic is finished. She expresses this confidently. And that it.
370P5.	She does not feel that there is anything else to say about herself, responding “no” to end the conversation. No.
<b>Emergent Theme 14: School as a positive experience – “it’s fun”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
98P5.	When asked to talk about her school, her first response is to say “It’s fun”. It’s fun.
112P5.	She repeats with pleasure that there is a jungle gym at school. A jungle gym.
120P5.	She confirms confidently that the jungle gym is good fun. Yep.
128P5.	It is fun.
192P5.	Like no were crazy things.
218P5.	She confirms that she likes school. Yeah.
220P5.	When asked if it is a good school she adds “and really fun”. And really fun.
320P5.	She says confidently that the parachute was fun. Yep.
326P5.	When asked what she had to do with the parachute, she was able to explain how they had to try to “chuck all the balls off”. We need to try to chuck all the balls off.
360P5.	When asked what the best thing will be about her new school, she replied “going up in my new class”. Going up in my new class.
<b>Emergent Theme 15: Sense of freedom – “we go anywhere”</b>	
<i>Excerpt</i>	<i>Initial Notes</i>

No:	
98P5.	Time talking about home seems sad but time talking about school is fun. Is this her escape? It's fun.
102P5.	We go anywhere.
108P5.	Likes to be outside. At home in the square and at school. Playing (pause) outside.
110P5.	On (pause) We have a jungle gym.
114P5.	It's outside.
116P5.	We go on there, run on.
144P5.	I can wear any shoes today.
146P5.	Any clothes. Bring them from home dress all up.
176P5.	We don't stay here. We go on a coach to Kidzania.
178P5.	School as place to try new things/freedom. We already been 2 times.
192P5.	When asked if they were shops that she went on at Kidzania, she responds "no" and describes them as "crazy things". Why were they crazy to her? Sense of freedom?
298P5.	Values walking to school – does this reflect freedom? Walking, writing and ICT.
346P5.	You can go you can do anything like do work, go and do work in loads of work.
<b>Emergent Theme 16: School as a place for rules and need to conform – “We need to...”</b>	
<i>Excerpt</i>	<i>Initial Notes</i>
No:	
68P5.	No. It was warm today so hats on and then Max and Annie go to their paddling pool.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed.
140P5.	She is confident in her response and able to say that she has to wear black shoes to school. Black.
142P5.	She enjoys the joke and laughs appearing relaxed that she is not allowed to wear pink shoes to school. (Shakes head) laughs.
146P5.	Any clothes. Bring in from home dress all up. Some year sixes going home at the end of day (swallows) and some of them is staying in here.
152P5.	They been naughty. And on Wednesday, and on Wednesday, it our class party (voice raising with emotion).
154P5.	She confirms that today is the year 6 barbeque and Wednesday will be the class party. Yeah.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.
184P5.	You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
186P5.	Go in, and then you put., we can't keep our lunch with us.
188P5.	We need to we leave it in a box.
196P5.	No we need to all come back.
198P5.	Then go to come back to school and had our lunch at Kidzania.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
204P5.	But Miss Apple was in our group said "all of us keep together".
246P5.	Yeah and also then after you wait for the sign go up then we go eat.
262P5.	Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
292P5.	Football Monday Tuesday is (pause) Friday hip hop it not on anymore. Next time other people saying they can go there.
306P5.	Yeah and different ones that you need to sit like that (motions) and watch your chair moving.
326P5.	We need to try to chuck all the balls off.
<b>Emergent Theme 17: Change is unsettling the need for stability – “I don't know I didn't</b>	

<b>been in my new class yet?</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P5.	To like on Thursday mum said we finish on Friday now we finish on Thursday.
226P5.	Erm year 7 and I'm in a different classroom now. I'm not in Row class (deep breath) I'm in another classroom.
228P5.	Erm yes only been in Row class two times.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	They no can move me up the next like class.
240P5.	Not knowing where she belongs. No.
242P5.	No there were other. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
252P5.	It's like there be nine or seven. There is nine in Row class and now they can't fit me in (upset).
254P5.	Then I need a class there be eleven people in my new class.
262P5.	Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
268P5.	I don't know I didn't been in my new class yet.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
276P5.	I don't know I didn't been yet the clubs.
<b>Emergent Theme 18: Importance of knowing</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
28P5.	She wants to talk, but struggles to get out her words. The importance of including the parents. She knows the events that are happening. We doing on the Thursday something (swallows) to the parents.
154P5.	She is clear on the events that are happening. Yeah.
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
184P5.	You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
268P5.	I don't know I didn't been in my new class yet.
276P5.	I don't know I didn't been yet the clubs.
308P5.	Yeah last Fri, Mon, Friday we have a look in both classes. Not in ICT. Last Thursday we looked at a newspaper then went home.
330P5.	She is not able to say what the new uniform looks like saying "don't know." Erm I don't know.
332P5.	Yeah green top, white top with a logo on. I don't know uniform yet.
<b>Emergent Theme 19: School as a physical entity – "it's big"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
104P5.	Is the world a small place to her? Going anywhere means another room in school? In the ICT.
214P5.	It's big.
216P5.	That that big (arms outstretched).
304P5.	Like there was different chairs. There were spinning chairs.
314P5.	Yeah. This is the thing you run and this is the ICT (drawing) This is the table and this is the computer.
316P5.	She describes her drawings of the inside and outside of her new school. This is the outside and this is the inside.
<b>Emergent Theme 20: Feeling ready for secondary - "Going up in my new class"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>

334P5.	Playing with my....making new friends.
338P5.	When asked if she thinks she is ready to go to her new school, she responds "yes" confidently. Yes.
340P5.	She expresses that she feels ready because she is excited about secondary school. Because I'm excited.
344P5.	To be going into year seven.
348P5.	She confirms with confidence that she is feeling ready to do lots of work in year 7. Yes.
350P5.	She feels confident about making new friends in year 7. Yes.
352P5.	When asked if there was anything she did not feel ready for, she replied "no". No.
360P5.	Going up in my new class.
<b>Emergent Theme 21: Being ready for secondary</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
362P5.	She feels her current school prepared her for this move by learning new work. She sees school as a place for learning. To learning new work, helping me to do writing, my work.
364P5.	She feels that people at her current school have helped her with writing and work. Yeah.
366P5.	The importance of being prepared for her new school. Her perception that being a learner will help her. Yeah.
368P5.	She does not feel that there is anything else for her to learn before she goes to her new school. No.
<b>Emergent Theme 22: Secondary as different</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
242P5.	No there were other, let me check. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
244P5.	It's different at Fieldes. You eat first then you can go outside.
246P5.	Yeah and also then after you wait for the sign go up then we go eat.
304P5.	Like there was different chairs. There were spinning chairs.
<b>Emergent Theme 23: Secondary as better</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
322P5.	She says that they do not have a parachute at her current school. No.
324P5.	She would like a parachute at her current school. Yeah.
<b>Emergent Theme 24: School as a place for learning</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
16P5.	Erm (pause) we didn't done no work last week.
298P5.	Walking, writing and ICT.
300P5.	Yeah not in the ICT room, went in the library room.
346P5.	You can go you can do anything like do work, go and do work in loads of work.
362P5.	To learning new work, helping me to do writing, my work.
366P6.	She answers the question with confidence and quickly. She feels that the skills of writing and work will help her at her new school. Yes.
<b>Emergent Theme 25: Literal interpretation</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
4P5.	A literal interpretation as to what the show was about.



	Hip (pause), hip hop.
6P5.	When asked what she had to do in the show, she responds “a dance”. Err a dance.
12P5.	When asked the best thing about the show, she responds the dancing and the music. The dancing and the music.
44P5.	Literal interpretation of the question what she likes to watch with “watching different videos”. Watching different videos.
62P5.	Literal interpretation to playing at “home” she says where and what they play. No, in the square and the Wii.
90P5.	Literal use of language when answering what TV she likes, “one downstairs”. One downstairs.
114P5.	Interprets question literally as to favourite places saying “it’s outside”. It’s outside.
116P5.	Interprets question literally as to how she gets on the jungle gym rather than what she does on there. We go on there, run on.
<b>Emergent Theme 26: Time to collect thoughts</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
4P5.	She needs time to collect her thoughts about the show and says that the show was about hip hop. Hip (pause), hip hop.
6P5.	When asked what she had to do in the show; she thinks about this, and responds “a dance”. Err a dance.
110P5.	When asked where she likes to play outside, She pauses to think about this and explains that they have a jungle gym. On (pause) We have a jungle gym.
<b>Emergent Theme 27: Response based on interest</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
14P5.	Limited responses. Is this lack of language or experience talking about herself. (Nod) Yeah.
40P5.	The importance of her phone to her in that she will use it constantly if not at school. Her play at home is solitary. Are responses based on interest. My phone, all night, all day.
44P5.	She is someone who likes to watch YouTube videos. Watching rather than participating? Are responses based on interest she adds no detail to this. Watching different videos.
86P5.	When asked if there is anything else to say about herself, she responds “nah”, indicating that she has nothing else to say on this topic. Nah.
88P5.	Is the topic not important to her or does she lack confidence to talk about it. Does she usually talk about herself? Only got watch TV.
118P5.	Able to talk in more detail when experienced or interested in this? I go on the pole I down the slide.
132P5.	With the use of her visual. She is able to describe the colours of her uniform. She has less enthusiasm for this than when talking about the jungle gym. When you wear Red top, white top, grey skirt and red jumper.
134P5.	She is reluctant to continue the conversation about the school uniform by cutting in and saying “that is all” to end the conversation. Yeah and that is all.
178P5.	She can answer in detail if it is of interest. We already been 2 times.
<b>Emergent Theme 28: Understanding based on lived experience</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>



62P5.	Her responses appear to be based upon her direct experience. No, in the square and the Wii.
82P5.	Is her response based on past experiences of parties or what she has been told? I don't know, but having food and playing games.
90P5.	When asked what TV she likes, she gives a literal response saying she likes the TV that is downstairs in her house. One downstairs.
118P5.	Able to talk in more detail when experienced or interested in this? I go on the pole I down the slide.
184P5.	You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
186P5.	Go in, and then you put..., we can't keep our lunch with us.
188P5.	We need to we leave it in a box.
194P5.	There was like chocolate on the upstairs, downstairs there was some like a aeroplane.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
204P5.	But Miss Apple was in our group said "all of us keep together".
268P5.	She has not experienced her new class. I don't know I didn't been in my new class yet.
276P5.	Has a need to know what things are going to look like. What are the rules here? Understanding is based on experience. I don't know I didn't been yet the clubs.
278P5.	She confirms that she does not yet know what clubs there are. No.
304P5.	Focus on physical difference – chairs . Her understanding is based on real experiences. Like there was different chairs. There were spinning chairs.
330P5.	She is not able to say what the new uniform looks like saying "don't know even though she has a drawing in front of her. Erm I don't know.
332P5.	She does not feel she knows the uniform yet in spite of a photograph of it. Is this her mind-set of not feeling that she knows? Does she need to wear it to make it real? Yeah green top, white top with a logo on. I don't know uniform yet.
<b>Emergent Theme 29: Assumption her world is understood</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
62P5.	Her responses appear to be based upon her direct experience. She expects others to be able to follow this. No, in the square and the Wii.
64P5.	When asked what she plays in the square, she responds "games". Games.
66P5.	She is vague in her responses. Is this her lack of language, or assumption she is understood and more isn't needed? Playing games.
68P5.	Lack of cohesion of narrative. Is there an assumption her narrative is being followed. No. It was warm today so hats on and then Max and Annie go to their paddling pool.
190P5.	She explains that once all of the procedure are followed, then you go on some things. She does not say what these are. Then we go on some things.
<b>Emergent Theme 30: Reliance on visual support</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
48P5.	She says that the people in her drawing are her mum and Laura. Mum and Laura.
128P5.	Although she had said "that's it" when looking at the visuals that she brought with her, she becomes enthused again and repeats her earlier comment that school is "fun". It is fun.
132P5.	With the use of her visual. She is able to describe the colours of her uniform. She has less enthusiasm for this than when talking about the jungle gym.

	When you wear Red top, white top, grey skirt and red jumper.
314P5.	Yeah. This is the thing you run and this is the ICT (drawing) This is the table and this is the computer.
316P5.	She describes her drawings of the inside and outside of her new school. This is the outside and this is the inside.
332P5.	With the use of her visuals, she is able to describe the new uniform but feels that she does not know the uniform yet. Yeah green top, white top with a logo on. I don't know uniform yet.
358P5.	She agrees that having photos of her new school would have been helpful. Yeah.
370P5.	She feels that there is nothing else to say about herself. Does she get the chance to talk about herself? Is this because we have no more visuals to talk about? No.
<b>Emergent Theme 31: Actions easier than words – “You want to see?”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
212P5.	Proud of her school, wanting to show. Actions are easier than words. You want to see?
216P5.	She emphasises the size of the playground by using her arms. That that big (arms outstretched).
266P5.	When asked where her classroom is, she points to her classroom. Yeah, there (pointing).
306P5.	Yeah and different ones that you need to sit like that (motions) and watch your chair moving.
<b>Emergent Theme 32: Language impacted by feelings</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
234P5.	Expressing that she can't move into the next class, getting muddled with her words. They they can move me up the next like class.
258P5.	She has a good understanding of what the world around her. She knows exactly how many children in her class. She calms at this less emotive conversation. Yeah there twenty six.
262P5.	Words are becoming muddled highlight confusion she feels. Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
<b>Emergent Theme 33: Coping tools</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P5.	She does not answer the question about whether the show is to say goodbye. She seems preoccupied with the days. She communicates that it will take place on Thursday. She adds her mum had told her that they finish on Friday but now they finish on Thursday. To like on Thursday mum said we finish on Friday now we finish on Thursday.
184P5.	She shows a need to know and follow the rules. Does this help her to cope? You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
188P5.	She shows a need to know and follow the rules. She relives the experience. We need to we leave it in a box.
202P5.	She shows a need to know and follow the rules. She shows distress as if these were not followed. Names of people are important to her. Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
242P5.	No there were other, let me check. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
246P5.	Talking through the structure of the lunch routine appears to calm her. Coping mechanism? Yeah and also then after you wait for the sign go up then we go eat.
308P5.	She has a need to have things clear in her mind. Things seem confused for her is her

	<p>world always like this? Does she seek order in school? Yeah last Fri, Mon, Friday we have a look in both classes. Not in ICT. Last Thursday we looked at a newspaper then went home.</p>
<b>Emergent Theme 34: Being part of a family</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
48P5.	She says that the people in her drawing are her mum and Laura. Mum and Laura.
50P5.	When asked, she is able to say that Laura is her sister. She seems proud of this. My sister.
52P5.	She explains that Laura is her older sister Big sister.
54P5.	When asked if she does things with her sister, this generates a reaction from her. She expresses that her sister has a friend she plays with instead of her. No (shakes head) Laura always go out with Fred.
<b>Emergent Theme 35: Concept of friendship – “Playing with my....making new friends”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P5.	When asked if she does things with her sister, this generates a reaction from her. She expresses that her sister has a friend she plays with instead of her. No (shakes head) Laura always go out with Fred.
56P5.	She points out a drawing of three people, naming them as herself and two others. There’s Max then me then Annie.
58P5.	She clearly distinguishes these as “neighbours” rather than friends. Neighbours.
334P5.	She expresses a desire for “making new friends”. Playing with my....making new friends.
350P5.	She feels confident about making new friends in year 7. Yes.
<b>Emergent Theme 36: School as a social place</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
130P5.	She describes the fun part of school as playing with her friends. Playing, playing with my friends and that it.
270P5.	Sharing the moment her mum got the letter telling her she was not in the class she thought. This has led to turmoil for her. Who has she spoken to about this? The importance of attending clubs as part of school life. Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I’m not in Row class I’m in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
288P5.	She has a desire to belong. She will join “any club” to do so. Being social is her world. She wants a range of experiences. Any one.
292P5.	Football Monday Tuesday is (pause) Friday hip hop it not on anymore. Next time other people saying they can go there.
334P5.	When asked what she is most looking forward to at her new school, she responds “playing with my” and then hesitates. She follows this up with “making new friends”. Playing with my....making new friends.
<b>Emergent Theme 37: Embracing new experiences – “We go anywhere”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
102P5.	When asked what is fun about school, she says “we go anywhere” suggesting that school to her is much more than learning in the classroom. We go anywhere.
176P5.	We don’t stay here. We go on a coach to Kidzania.
178P5.	School as place to try new things/freedom. We already been 2 times.
192P5.	Why were they crazy to her? Sense of freedom? Like no were crazy things.

<b>Emergent Theme 38: School as a journey. Moving on</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
334P5.	When asked what she is most looking forward to at her new school, she responds “playing with my” and then hesitates. She follows this up with “making new friends”. Playing with my....making new friends.
350P5.	She feels confident about making new friends in year 7. Yes.
360P5.	She says the best thing about secondary will be “going up”. Going up in my new class.

## Appendix W: Subordinate and Emergent Themes Participant 6

### Subordinate Themes: Participant 6 (Harry)

<b>Subordinate Theme 1: Internal aspects of self (self concepts)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 4:	Being good and bad at things
Emergent Theme 10:	Self as a learner
Emergent Theme 26:	Sense of achievement
<b>Subordinate Theme 2: External aspects of self (self concepts)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Self as sportsman
Emergent Theme 2:	Other aspects of self
Emergent Theme 5:	Self as active person
<b>Subordinate Theme 3: Relationships (attachment)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 3:	Concept of friendship
Emergent Theme 6:	Sense of belonging
Emergent Theme 25:	Importance of names
<b>Subordinate Theme 4: Personal Narratives (wanting to be known)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 13:	Wanting to be known
Emergent Theme 16:	Importance of detail
Emergent Theme 19:	Importance of being understood
<b>Subordinate Theme 5: Vulnerability (resilience)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 11:	Self as vulnerable
Emergent Theme 22:	Not knowing (vulnerable)
<b>Subordinate Theme 6: Expressing emotions</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 18:	Expressing emotions
<b>Subordinate Theme 7: Feelings of Power/control (defence mechanisms)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 14:	In control of conversation - Power
Emergent Theme 15:	Response based on interest
<b>Subordinate Theme 8: School as a positive experience (personal narratives)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 8:	School as a positive experience - Primary
Emergent Theme 9:	School as a positive experience - Secondary
<b>Subordinate Theme 9: The building blocks of school</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 7:	School as a place of structure
Emergent Theme 21:	Following rules/need to conform
Emergent Theme 24:	School as a physical structure
<b>Subordinate Theme 10: Impact of language</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 12:	Language and resilience
<b>Subordinate Theme 11: Communication tools</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 20:	Time to respond
<b>Subordinate Theme 12: Communication tools / Bringing lived Experience to life</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 17:	Using actions to tell narrative
<b>Subordinate Theme 13: School as a journey (Personal construct?)</b>	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 23:	Moving on
<b>Subordinate Theme 14: Perception of secondary School</b>	

<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 27:</b>	<b>Secondary as different</b>
<b>Subordinate Theme 15: Concept of readiness</b>	
<b>Emergent Theme No:</b>	<b>Emergent Theme Title:</b>
<b>Emergent Theme 28:</b>	<b>Feeling ready for secondary school</b>

### List of Emergent Themes:

Emergent Theme 1: Self as sportsman  
Emergent Theme 2: Other aspects of self - "sometimes nice to people"  
Emergent Theme 3: Concept of friendship – "I made a lot of friends already"  
Emergent Theme 4: Being good and bad at things.  
Emergent Theme 5: Self as active person - "I'm an active person"  
Emergent Theme 6: Sense of belonging  
Emergent Theme 7: School as a place of structure  
Emergent Theme 8: School as a positive experience - Primary  
Emergent Theme 9: School as a positive experience - Secondary  
Emergent Theme 10: Self as a learner – "I couldn't write"  
Emergent Theme 11: Self as vulnerable  
Emergent Theme 12: Language and resilience  
Emergent Theme 13: Wanting to be known  
Emergent Theme 14: In control of conversation – Power – "I'm getting bored"  
Emergent Theme 15: Response based on interest – "Dunno"  
Emergent Theme 16: Importance of detail  
Emergent Theme 17: Using actions to tell narrative - "but then I went "woowoowo"  
Emergent Theme 18: Expressing emotions – "I was very scared"  
Emergent Theme 19: Importance of being understood  
Emergent Theme 20: Time to respond  
Emergent Theme 21: Following rules/need to conform – "you have to say Sir"  
Emergent Theme 22: Not knowing (vulnerable)  
Emergent Theme 23: Moving on - - "So I already met new friends"  
Emergent Theme 24: School as a physical structure – "Because it's err bigger school"  
Emergent Theme 25: Importance of names  
Emergent Theme 26: Sense of achievement  
Emergent Theme 27: Secondary as different  
Emergent Theme 28: Feeling ready for secondary school – "I'm ready for everything except English and Humanities"

### Data Trail for Emergent Themes

<b>Emergent Theme 1: Self as sportsman</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P6.	Erm I like playing football.
4P6.	Goalkeeper, Striker, Midfielder.
6P6.	Err tennis I'm really good at tennis.
8P6.	Basketball I'm good, cricket I'm good, rounder's I'm good (pause) volleyball I'm OK.
10P6.	Running I'm not that fast and swimming I'm really good at swimming.
146P6.	And I like cricket so I can catch the ball in the when it's so I can catch a ball. I'm really good at catching a ball (pause). I can catch it with one hand, two handed.
148P6.	And I'm a good bowler too I got someone out before.
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.
152P6.	As we were playing rounders in there.
154P4.	The ball went, the ball went up the ball the ball went. The ball was near me, I was, the ball, came I went like that (motions) like that and I caught it.
156P6.	Yeah I caught it as I can jump so high look and then I catch-ed the ball while the ball

	was in mid-air and just brung it down.
158P6.	Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
160P6.	The ball was the ball was knocked it up, the ball went up. I could see it coming up (deep breath). I went for the jump. I caught it in my hand like, like that I just done that and caught it and thrown it down like, the ball. So I done two saves. One, the ball, the ball was the first one the ball went up and then I ran for it. I got I got my left hand I pushed it back up.
162P6.	and then the second one well the ball came flying. I was I was done that I nearly fell over like this (motions) the ball came I quickly just went yeah and I thrown it like in quick speed.
164P6.	The ball was coming up like really high the ball was up and coming up like up oh oh my friend (pause) it's a girl, someone, someone falls knocked it and she just went bang and catch-ed it like...
166P6.	She done this so the ball came at her "boom" and then she did this (motions).
168P6.	Yeah and she just grabbed it like the ball came at her like a hundred so the ball came "vooom" and she went like this, she just went like that (motions) and caught it and sir said "good catch". She just done this (motions) and caught it like this. She just went like this "vooom" catch-ed it so fast "vooom" really quick and catch-ed it in her hand (pause).
172P6.	Cricket.
174P6.	Tennis, basketball, err rounders.
176P6.	He confirms that he would be willing to try most sports. He sounds enthused. Yeah.
178P6.	I'll give erm what is it called. When your erm you have to stand there and throw it to people.
180P6.	Yeah netball.
250P6.	Maths, science, PE, art.
254P6.	That's iiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport.
<b>Emergent Theme 2: Other aspects of self</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
12P6.	Erm I like climbing (pause).
14P6.	Like the park wall.
16P6.	I like climbing on things and (pause). My I'm an active person who runs around and plays around and (pause).
18P6.	Outside.
20P6.	And, and I like going on my bike, scooter. I have roller skates, (pause) my healies.
164P6.	The ball was coming up like really high the ball was up and coming up like up oh oh my friend (pause) it's a girl, someone, someone falls knocked it and she just went bang and catch-ed it like...
196P6.	The fire changing. We had to we needed to put something on like sticks, so we put something on them and the flame turned red or something.
202P6.	<b>Self as a boy. Are girls seen as equal? Is winning important?</b> Erm the girls beat us.
<b>Emergent Theme 3: Concept of friendship – "I made a lot of friends already"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
24P6.	When asked what his friends would say about him, he responds "sometimes nice to people". He is able to put himself in their shoes to say how they would see him. Erm he sometimes nice to people.
26P6.	He, he sometimes he plays rough, sometimes he doesn't play rough.
158P6.	<b>Self as a skilled sportsman. Catching friend out. His achievement.</b> Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
282P6.	He considers this pupil a friend and says his name.



	Yeah, he's name is David.
286P6.	So I already met new friends.
292P6.	I made a lot of friends already.
294P6.	That's a lot lot of friends.
298P6.	When asked if he will make more friends than he has here, because it is bigger, he responds enthusiastically repeating "yeah" multiple times. Yeah yeah yeah ye ye ye yeah yeah.
<b>Emergent Theme 4: Concept of good and bad</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
6P6.	Err tennis I'm really good at tennis.
8P6.	Basketball I'm good, cricket I'm good, rounder's I'm good (pause) volleyball I'm OK.
10P6.	Running I'm not that fast and swimming I'm really good at swimming.
50P6.	I hate literacy, science, humanities, but my best subjects are maths, (pause) PE, PE.
114P6.	Then erm, but then I was good til I went to year four.
116P6	And then I was good in there, but then I went "woowoowo" and I was a tiny bit bad in year four.
118P6.	I used to get a red card.
120P6.	That that I got red cards. Red card means you have to stay in for three days, no wait , yeah soo the first day you have to stay in lunch and break, second day lunch and break third day lunch and break , break and lunch I mean.
124P6.	And then erm I was reading a book. And year five I was good and bad and then in year six I was good.
<b>Emergent Theme 5: Self as an active person – "I'm an active person"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
16P6.	I like climbing on things and (pause). My I'm an active person who runs around and plays around and (pause).
18P6.	Outside.
20P6	And, and I like going on my bike, scooter. I have roller skates, (pause) my heales.
48P6.	The importance of being active outside not in school building as best bit of school. Erm going on the playground.
54P6.	He presents self as tired following the weekend, having a busy life away from school. (pause) On Monday I'm really tired.
58P6.	So in the morning we get to play out. In the morning we get to run.
<b>Emergent Theme 6: Sense of belonging</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P6.	My mum's got that name.
70P6.	Use of "we" to describe what the year six pupils will be doing. Erm err tomorrow we are err rehearing to the year three and the year four's.
80P6.	So (pause) so it's about a play and erm (pause) we got songs we got we got we got actors we got we got we got props for the people, yeah and then and then tomorrow we gonna show it to the year three and year four.
172P6.	Sense of belonging. Would be interested in joining a cricket club at secondary. Cricket.
174P6.	He goes on to expresses an interest in joining a range of sports clubs in his new school. Tennis, basketball, err rounders.
176P6.	He confirms that he would be willing to try most sports. He sounds enthused. Yeah.
178P6.	I'll give erm what is it called. When your erm you have to stand there and throw it to people.
222P6.	Yeah it's a longer day. Yeah so on Thursday on Thursday we go home at 2pm on Thursday.
224P6	He does not see himself as part of the secondary school yet. He distinguishes it from him.



	Drayson finish early.
238P6	Some stammering over his words and repetition of “they have”. He is not a part of that school yet. They have they have like not like our grass, not too much grass.
<b>Emergent Theme 7: School as a place of structure</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P6.	So...My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have.. (pause).
42P6.	Annd then you go home at 3 o'clock.
62P6.	Yes we do have play equipment and erm on Monday erm the year sixes have football, on Tuesday year fives and threes have football, on Wednesday the year sixes and the year fours have it, and on Thursday the year fives and year threes have it and on Friday we have, there's no balls out on the playground.
70P6	Erm err tomorrow we are err rehearsing to the year three and the year four's.
80P6.	So (pause) so it's about a play and erm (pause) we got songs we got we got we got actors we got we got we got props for the people, yeah and then and then tomorrow we gonna show it to the year three and year four.
120P6.	That that I got red cards. Red card means you have to stay in for three days, no wait , yeah sooo the first day you have to stay in lunch and break, second day lunch and break third day lunch and break , break and lunch I mean.
206P6.	No last Thursday I done...Two.
220P6.	Yeah. A long long long corridor then you walk down another long long long corridor until you go home at 3.30.
222P6.	Yeah it's a longer day. Yeah so on Thursday on Thursday we go home at 2pm on Thursday.
224P6.	He clarifies that his new secondary finish early on a Thursday. Drayson finish early.
<b>Emergent Theme 8: School as a positive experience – primary</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P6.	I hate literacy, science, humanities, but my best subjects are maths, (pause) PE, PE.
56P6.	Tuesdays I'm happy, Wednesday happy, Thursday happy, Friday happy.
<b>Emergent Theme 9: School as a positive experience – Secondary</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
134P6.	When asked about his new school, he responds “good”. He sounds more positive now the topic has changed. Good.
140P6.	Well I met my new teacher, I met some new friends (tapping on table) I looked around the whole entire school, even the sixth form, even the playground even the astro turf (pause). So (yawn) so as you walk all the way down and then there's like an astro turf yeah and then yeah.
196P6.	The fire changing. We had to we needed to put something on like sticks, so we put something on them and the flame turned red or something.
200P6.	Yeah then erm on the so on the ICT trip we had a quiz and then the err and then on PE we just we just had to get to one side to another only using erm hoola hoops.
212P6.	He responds positively expresses that having the two taster days has helped “a lot” to help him feel ready. He seems surprised at this. He still does not say “how” they helped. Err by a lot actually.
268P6.	Erm my teacher's really nice.
<b>Emergent Theme 10: Self as learner – “I couldn't write”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P6.	I hate literacy, science, humanities, but my best subjects are maths, (pause) PE, PE.

66P6.	(Coughs) erm harder maths.
106P6.	(deep breath) First in year year three I couldn't read a any books, I couldn't write (pause).
108P6.	I was very scared (laughs).
122P6.	(deep breath) Well I was just bored.
124P6.	And then erm I was reading a book. And year five I was good and bad and then in year six I was good.
192P6.	I done PE, Err science lab and we done ICT, so yeah.
200P6.	Yeah then erm on the so on the ICT trip we had a quiz and then the err and then on PE we just we just had to get to one side to another only using erm hoola hoops.
<b>Emergent Theme 11: Self as vulnerable</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P6.	(pause) On Monday I'm really tired.
74P6.	When asked how he feels about performing in front of an audience, he responds "dunno". Dunno.
106P6.	(deep breath) First in year year three I couldn't read a any books, I couldn't write (pause).
108P6.	I was very scared (laughs).
260P6.	When asked how he feels about moving from class to class, he expresses that he does not feel good. Not good.
264P6.	Because, because, you be late you get told off and have to stay in after school.
266P6.	When asked how he feels about staying after school, he responds loudly "not good" to emphasise this. NOT GOOD!
278P6.	He expresses to feeling "a bit ready" to meet the new teachers. A bit ready.
280P6.	When asked about other pupils going to his new school, he says that only one other pupil from his year will be going. Yeah. There's only one going in my year.
284P6.	Yeah, but he ain't in my class. We're in a different class.
<b>Emergent Theme 12: Language and Resilience</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
92P6.	He expresses frustration that he has still not been understood. He explains what it is and does the action to accompany his words. He sounds cross. You sweep up (action).
94P6.	When the word "broom" is given he exclaims "yes" to confirm this and seems annoyed that he was not understood. Yes!
96P6.	He appears cross, justifying his response saying "is the same thing" and "I just say" as if to say that his word is perfectly adequate. Is that the same thing or? A broom. I just say...
98P6.	He moves on quickly from an outburst. Is this common? Resilient? Not wanting to dwell on difficulties. As with sports and learning. Does he see it as the listeners fault to protect feelings of self? So there's four builders.
100P6.	He does not repeat the word. Has he been embarrassed? Is not being understood detrimental to sense of self? There's two what are doing painting and two what's doing the (action).
112P6.	Wanting to get things right. Is this in response to the misunderstanding earlier. Sooo when I went, when I came to this school I was in erm yellow class.
126P6.	Dunno uuurgh (communicating frustration).
128P6.	He agrees that the difference for year 6 may be as he has got older. He expresses being hungry and getting bored. He is not afraid to express these feelings. Yeah. I'm starving and getting bored.
288P6.	He questions the word "taster" even though it was used earlier. He hesitates

	attempting to use another word and then saying he does not know what it is. Taster? In.. into I don't know what it is.
290P6.	Accepting of help. He is developing resilience with his language. Yeah induction day.
<b>Emergent Theme 13: Wanting to be known</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P6.	And, and I like going on my bike, scooter. I have roller skates, (pause) my healies.
26P6.	He goes on to say that he believes others would say that "he sometimes plays rough, sometimes doesn't play rough". This appears a balanced view. He, he sometimes he plays rough, sometimes he doesn't play rough.
54P6.	(pause) On Monday I'm really tired.
56P6.	Tuesdays I'm happy, Wednesday happy, Thursday happy, Friday happy.
92P6.	He expresses frustration that he has still not been understood. He explains what it is and does the action to accompany his words. He sounds cross. You sweep up (action).
108P6.	When asked how he felt coming into year 3 not being able to read and write, he admits to feeling scared and laughs nervously. I was very scared (laughs).
<b>Emergent Theme 14: In control of conversation – "I'm getting bored"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
22P6.	He has finished describing himself and communicates this with "yeah". (pause) Yeah.
28P6.	He ends this line of conversation with "yeah". Yeah.
52P6.	He adds art as one of his best subjects. And art yeah.
130P6.	Taking charge of the interview. He wants to carry on. This seems to be so he can finish rather than wanting to return later. No carry on.
132P6.	I'm getting bored.
254P6.	That's iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport.
300P6.	Yeah is that it now?
<b>Emergent Theme 15: Response based on interest – "Dunno"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P6.	So...My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have.. (pause).
46P6.	He does not hear the question about the best bit of the day. He is distracted by looking around the room and tapping on the table. Huh?
48P6.	When asked the question a second time, he is able to respond that being on the playground is the best bit of the day. He says this slowly as if it is an effort to answer. Erm going on the playground.
58P6.	The "sigh" says a thousand words. He is tired about answering questions about school. (sigh) So in the morning we get to play out. In the morning we get to run.
68P6.	(Yawn), Don't know anything..., erm production.
74P6.	When asked how he feels about performing in front of an audience, he responds "dunno". Dunno.
128P6.	Yeah. I'm starving and getting bored.
140P6.	Well I met my new teacher, I met some new friends (tapping on table) I looked

	around the whole entire school, even the sixth form, even the playground even the astro turf (pause). So (yawn) so as you walk all the way down and then there's like an astro turf yeah and then yeah.
146P6.	And I like cricket so I can catch the ball in the when it's so I can catch a ball. I'm really good at catching a ball (pause). I can catch it with one hand, two handed.
154P6.	The ball went, the ball went up the ball the ball went. The ball was near me, I was, the ball, came I went like that (motions) like that and I caught it.
158P6.	Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
160P6.	The ball was the ball was knocked it up, the ball went up. I could see it coming up (deep breath). I went for the jump. I caught it in my hand like, like that I just done that and caught it and thrown it down like, the ball. So I done two saves. One, the ball, the ball was the first one the ball went up and then I ran for it. I got I got my left hand I pushed it back up.
184P6.	Unsure what a typical school day at his new school might look like, responding "I don't even know" but sounds like he is interested to find out and this is mysterious. I don't even know.
192P6.	I done PE, Err science lab and we done ICT, so yeah.
200P6.	Yeah then erm on the so on the ICT trip we had a quiz and then the err and then on PE we just we just had to get to one side to another only using erm hoola hoops.
210P6.	He confirms that having the visits has helped him feel ready for secondary school. He again answers before the question is finished. Yeah.
228P6.	He feels that his new school finishing early on a Thursday will be a "very good thing". He answers confidently. Yeah a very good thing.
230P6.	I don't know. I don't remember everything I saw at the school. There no gates at the front.
242P6.	Although he feels ready for his new school, he is unable to say how he feels ready. I don't know suggests he is not willing to talk about this. Erm I don't know.
254P6.	That's iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport.
298P6.	When asked if he will make more friends than he has here, because it is bigger, he responds enthusiastically repeating "yeah" multiple times. Yeah yeah yeah ye ye ye yeah yeah.
<b>Emergent Theme 16: Importance of detail</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P6.	So...My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have.. (pause).
42P6.	Annd then you go home at 3 o'clock.
56P6.	Tuesdays I'm happy, Wednesday happy, Thursday happy, Friday happy.
112P6.	Sooo when I went, when I came to this school I was in erm yellow class.
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.
206P6.	No last Thursday I done...Two.
<b>Emergent Theme 17: Using actions to tell narrative – "but then I went "woowoowo"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
92P6.	You sweep up (action).
116P6.	And then I was good in there, but then I went "woowoowo" and I was a tiny bit bad in year four.
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.

166P6.	She done this so the ball came at her “boom” and then she did this (motions).
168P6.	Yeah and she just grabbed it like the ball came at her like a hundred so the ball came “vooom” and she went like this, she just went like that (motions) and caught it and sir said “good catch”. She just done this (motions) and caught it like this. She just went like this “vooom” catch-ed it so fast “vooom” really quick and caught-ed it in her hand (pause).
<b>Emergent Theme 18: Expressing emotions – “I was very scared”</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P6.	(pause) On Monday I’m really tired.
56P6.	Tuesdays I’m happy, Wednesday happy, Thursday happy, Friday happy.
74P6.	Is a “dunno” response representing he has not thought about this, or avoiding sharing his feelings. Self-protection. Dunno.
92P6.	He expresses frustration that he has still not been understood. He explains what it is and does the action to accompany his words. He sounds cross. You sweep up (action).
94P6.	When the word “broom” is given he exclaims “yes” to confirm this and seems annoyed that he was not understood. Yes!
96P6.	He appears cross, justifying his response saying “is the same thing” and “I just say” as if to say that his word is perfectly adequate. Is that the same thing or? A broom. I just say...
98P6.	He moves on quickly from an outburst. Is this common? Resilient? Not wanting to dwell on difficulties. As with sports and learning. Does he see it as the listeners fault to protect feelings of self? So there’s four builders.
108P6.	When asked how he felt coming into year 3 not being able to read and write, he admits to feeling scared and laughs nervously. I was very scared (laughs).
122P6.	Use of “bored” to describe how he felt. Is this true of his perceptions or masking other’s feelings he does not want to explore. (deep breath) Well I was just bored.
126P6.	Not wanting to explore too deeply about how he has got to this point. Difficulty talking about emotions. Dunno uuurgh (communicating frustration).
128P6.	Yeah. I’m starving and getting bored.
132P6.	I’m getting bored.
266P6.	NOT GOOD!
<b>Emergent Theme 19: Importance of being understood</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
94P6.	When the word “broom” is given he exclaims “yes” to confirm this and seems annoyed that he was not understood. Yes!
180P6.	He confirms the sport he is interested in trying is netball. He seems pleased that he has been understood. Yeah netball.
182P6.	He responds “yeah that’s the one”, when the rules of netball are described to him. He seems pleased that he has been understood. Yeah that’s the one.
224P6.	Making sure he is understood. His new school go home early not his current school when use of “you” was used. Drayson finish early.
274P6.	Yeah “Madam Deputy”. You have to say “Madam”. Your you have to say “Sir” you’re not allowed to say (pause).
276P6.	Yeah you have to say Sir.
288P6.	He questions the word “taster” even though it was used earlier. He hesitates attempting to use another word and then saying he does not know what it is.

	Taster? In.. into I don't know what it is.
290P6.	He confirms that the word he was searching for was "induction" and repeats it. He seems relieved that he has been understood. Yeah induction day.
<b>Emergent Theme 20: Time to respond</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
12P6.	When about other things about himself, he says that he likes climbing. He seems hesitant about what else to say. Erm I like climbing (pause).
38P6:	He is unable to generate a response about school. This is in contrast to talking about himself. (pause) Can only think.. What's, what about this.
54P6.	(pause) On Monday I'm really tired.
66P6.	(Coughs) erm harder maths.
80P6.	So (pause) so it's about a play and erm (pause) we got songs we got we got we got actors we got we got we got props for the people, yeah and then and then tomorrow we gonna show it to the year three and year four.
106P6.	(deep breath) First in year year three I couldn't read a any books, I couldn't write (pause).
112P6.	Sooo when I went, when I came to this school I was in erm yellow class.
<b>Emergent Theme 21: Following rules/need to conform – "you have to say Sir"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
82P6.	No tomorrow, tomorrow I gonna bring my costume in.
84P6.	So I need black, dark black trousers and a white top.
120P6.	That that I got red cards. Red card means you have to stay in for three days, no wait , yeah sooo the first day you have to stay in lunch and break, second day lunch and break third day lunch and break , break and lunch I mean.
270P6.	Erm how do you say it, you're not allowed to say miss, you're not allowed to say miss, you're not allowed to say miss, you have to say...
274P6.	Yeah "Madam Deputy". You have to say "Madam". Your you have to say "Sir" you're not allowed to say (pause).
276P6.	Yeah you have to say Sir.
<b>Emergent Theme 22: Not knowing (vulnerable)</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
68P6.	(Yawn), Don't know anything..., erm production.
96P6.	He is defensive in his response, saying what he would say. Has being misunderstood been harmful to his sense of self? Is he fragile? Is that the same thing or? A broom. I just say...
170P6.	Not knowing. Seems interested in what might be. There might be.
246P6.	When asked if there is anything he does not feel ready for, he responds "I don't think so" suggesting that he is giving this some thought. I don't think so.
<b>mergent Theme 23: Moving on – "So I already met new friends"</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
134P6.	He talks positively about his new school. Moving on. Good.
184P6.	Unsure what a typical school day at his new school might look like, responding "I don't even know" but sounds like he is interested to find out and this is mysterious. I don't even know.
286P6.	Self as being able to make friends easily. He has moved on. So I already met new friends.
292P6.	He expresses with confidence that he has already made a lot of friends already. I made a lot of friends already.
<b>Emergent Theme 24: School as a physical structure – "Because it's err bigger school"</b>	



<i>Excerpt No:</i>	<i>Initial Notes</i>
216P6.	He describes the difference of the two schools in terms of the bigger size of his new school. Because it's err bigger school.
218P6.	Err they got bigger, more classes.
220P6	Yeah. A long long long corridor then you walk down another long long long corridor until you go home at 3.30.
236P6.	No cos that school doesn't have grass like this.
238P6.	They have they have like not like our grass, not too much grass.
<b>Emergent Theme 25: Importance of names</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P6.	My mum's got that name.
40P6.	My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have..
78P6.	He is able to say the name of the production he is performing. Shakespeare Rocks.
136P6.	He is able to say which school he is going to when asked. Drayson Park.
224P6.	Drayson finish early.
270P6.	Erm how do you say it, you're not allowed to say Miss, you're not allowed to say miss, you're not allowed to say miss, you have to say...
274P6.	Yeah "Madam Deputy". You have to say "Madam". Your you have to say "Sir" you're not allowed to say (pause).
276P6.	Yeah you have to say Sir.
282P6.	He considers this pupil a friend and says his name. Yeah, he's name is David.
<b>Emergent Theme 26: Sense of achievement</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.
154P6.	The ball went, the ball went up the ball the ball went. The ball was near me, I was, the ball, came I went like that (motions) like that and I caught it.
156P6.	Yeah I caught it as I can jump so high look and then I catch-ed the ball while the ball was in mid-air and just brung it down.
158P6.	Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
160P6.	The ball was the ball was knocked it up, the ball went up. I could see it coming up (deep breath). I went for the jump. I caught it in my hand like, like that I just done that and caught it and thrown it down like, the ball. So I done two saves. One, the ball, the ball was the first one the ball went up and then I ran for it. I got I got my left hand I pushed it back up.
<b>Emergent Theme 27: Secondary as different</b>	
<i>Excerpt No:</i>	<i>Initial Notes</i>
216P6.	Because it's err bigger school.
218P6.	Err they got bigger, more classes.
222P6.	Yeah it's a longer day. Yeah so on Thursday on Thursday we go home at 2pm on Thursday.
224P6.	Drayson finish early.
232P6.	Dunno. Cos at our school we normally have gates at the front.
236P6.	No cos that school doesn't have grass like this.
238P6.	They have they have like not like our grass, not too much grass.

276P6.	Yeah you have to say Sir.
<b>Emergent Theme 28: Feeling ready for secondary school – “I’m ready for everything except English and Humanities”</b>	
<i>Excerpt</i> <i>No:</i>	<i>Initial Notes</i>
242P6.	Although he feels ready for his new school, he is unable to say how he feels ready. I don’t know suggests he is not willing to talk about this. Erm I don’t know.
244P6.	He again confirms that he feels ready to leave his current school and move on to his new school. He says this quietly as if bored. Yeah.
246P6.	When asked if there is anything he does not feel ready for, he responds “I don’t think so” suggesting that he is giving this some thought. I don’t think so.
248P6.	When asked if anyone at his current school can help him feel more ready, he responds “no”. No.
250P6.	When asked the things he does feel ready for, he responds maths, science, PE and art. He answers confidently. Maths, science, PE, art.
254P6.	That’s iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that’s a sport.
256P6.	I’m ready for everything except English and Humanities.



3. Emergent themes	1. Original Transcript	2. Exploratory comments: Initial Notes		
		Descriptive	Linguistic	Conceptual
<p>206P1. Understanding is based on his experiences and interests. 206P1. Response to images/visuals.</p> <p>208P1. Growing up.</p>	<p>206P1: There was like erm like erm science erm like dragon breath like fire.</p> <p>207I: Ok.</p>	<p>206P1. He appears enthusiastic to continue talking about this but struggles to find the words using “like erm” to try to say what it was like. He continues to describe the science lesson describing this as like dragon’s breath and like fire.</p>	<p>206P1. He makes another reference to “dragons” like his art work. Use of metaphor brings description to life.</p>	<p>206P1. He likens the Bunsen burner to “dragon breath”. It has caught his imagination and his interest in dragons. He responds to images.</p>
	<p>208P1: Erm we used those those Bun..Bunsen boilers.</p> <p>209I: Yes because they have a flame don’t they?</p> <p>210P1: Yeah.</p> <p>211I: And you got to use those?</p> <p>212P1: Yeah.</p>	<p>208P1. He continues to explain the science activity and is able to bring to mind the words for the equipment that he used “Bunsen Boilers”.</p> <p>210P1. Confirms that the Bunsen boiler (burner) has a flame which is why they are like dragon’s breath.</p> <p>212P1. He confirms he got to use a Bunsen boiler in the science activity.</p>	<p>208P1. Using the language “Bunsen boilers” to share this experience.</p>	<p>208P1. He wants to share his experience. He is growing up using grown up equipment.</p>

Appendix X: Extract of Interview Transcript Participant 1

<p>216P1. Secondary as "better". 216P1. New experiences.</p>	<p>213I: They look a bit like a dragon's fire don't they?</p> <p>214P1: Yeah and erm erm erm.</p> <p>215I: What did you use those for?</p> <p>216P1: We we used those for (pause) like a stick they have like at the end of the stick they had erm some chemicals and we put it through and then they changed different colour so it was really cool.</p> <p>217I: So you did an experiment.</p> <p>218P1: Yeah.</p> <p>219I: And do you do that kind of thing here?</p> <p>220P1: Erm well erm (pause) no.</p>	<p>214P1. He struggles to think of what else to say.</p> <p>216P1. He begins his description by using the words from the question. With this prompt he is able to continue to explain what he did in the science lesson. That they put a stick with chemicals under the flame and it changed colour. He reiterates how much he enjoyed this experience saying it was "really cool".</p> <p>218P1. He confirms he did an experiment in science.</p> <p>220P1. He took time to gather his thoughts and his response is much more neutral than before. They do not do that kind of science at his current school.</p>	<p>216P1. Uses the word "like" to describe the items. He again uses the word "cool" to describe his thoughts about this.</p>	<p>216P1. He is finding the secondary experience "cool". It appeals to his need for visual and concrete experiences. He likes new experiences.</p> <p>220P1. The experience of science at his current school is not as good.</p>
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<p>224P1. Secondary as better. 224P1. Moving on.</p> <p>226P1. Secondary as better. 226P1. Moving on.</p>	<p>221I: Have you got those burners here?</p> <p>222P1: No.</p> <p>223I: So was that quite exciting?</p> <p>224P1: Yeah really exciting it was like it was like really cool (laugh).</p> <p>225I: So do you like science here?</p> <p>226P1: Mm erm well I like the science at Hay High.</p> <p>227I: Do you think you'll enjoy it more there?</p> <p>228P1: Yeah.</p>	<p>222P1. He confirms that his current school do not have Bunsen Burners.</p> <p>224P1. He becomes excited again when the focus is back on his secondary school experience. He reiterates what a good experience the science lesson saying it was "really exciting" and "really cool" emphasising the word "really". He laughs to communicate his excitement.</p> <p>226P1. Hesitant not responding to the question asked. He expresses that he likes science at his new school.</p> <p>228P1. He responds that he thinks he will enjoy science more at his new school, but</p>	<p>224P1. He uses the word he was given "exciting" but uses "really" to emphasise this. He uses the word "cool" again to describe the experience. Use of the word "like" to describe things.</p> <p>226P1. Is this a deliberate response or a misunderstanding of the term "here"?</p>	<p>224P1. He is finding the secondary experience "cool". He is enthused when speaking about it.</p> <p>226P1. Disregarding current school? Deflects question back to new school. Already moved on?</p>
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<p>232P1. Bring the lived experience to life.</p> <p>234P1. Lived experience. Understanding is based on his experiences. 234P1. Humour and actions to tell his story. Humour as relationship tool.</p>	<p>229I: Yeah.</p> <p>230P1: Yeah.</p> <p>231I: That's sounds fantastic.</p> <p>232P1: Oh yeah and when I put the those on the (pause)...</p> <p>233I: What the goggles?</p> <p>234P1: Yeah the goggles erm I erm I was like oh yeah "James Bond".</p>	<p>does not say why.</p> <p>230P1. He has nothing further to add here.</p> <p>232P1. He remembers another part of the science lesson to share. He has responded to being given time to think. He acts out putting goggles on to communicate this as he does not have the words to describe them.</p> <p>234P1. He confirms that he is talking about the safety goggles (glasses) and appears relieved that he has been understood when the word "goggles" is used. He is confident and keen to share his humour at thinking he was like James Bond.</p>		<p>230P1. He is able to say that he will enjoy science more at his new school, but not why. Has he thought about this?</p> <p>232P1. Actions speak louder than words. He can find ways to get his point across. Wants to be understood.</p> <p>234P1. He is finding the secondary experience a positive one. Comparing wearing safety goggles to a James Bond movie. Life through a lens Compares to a film he has seen linking real world experience to fiction.</p>
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