

Frome Valley First School Achievement Plan

NAME OF CHILD:

Date of previous plan: [REDACTED]

Reviewed on:

Date of Current Plan: [REDACTED]

This plan was created by: *Pupil, Parent, Class Teacher, SENCO (if required)*

This plan will be shared with: *Pupil, Parents, ALL staff working with the child, SENCO*

Areas of Strength: *Details of things that the child is good at*

Areas requiring support: *Details of the things that the child is struggling with*

Targets for coming term highlighted.

	<u>Sensory /Physical</u>	<u>Communication</u>	<u>Emotional Well being and Behaviour</u>	<u>Learning and Development</u>
I learn best when.... <i>(Conversation with child prior to the meeting with class teacher)</i>	I learn best when I'm active. I enjoy playing sport and being outside.	I learn best when it is quiet and peaceful. (I sometimes miss words out when I'm talking)	I feel more confident in maths.	I am proud of counting up in twos to 20, fives to 50 and tens to 100!
My learning would be better if.... <i>(Conversation with child prior to the meeting with class teacher)</i>	I would like to play more football and tennis. I prefer to do my work in the corridor where it is quiet.	I find it hard to talk in front of the whole class.	I like to work in a small group and be with my friends	I could spell more words.
I will... <i>(To be completed IN the meeting)</i>		Repeat what I have to do when the teacher asks me. Ask for help as soon as I feel stuck.		Use my phonics to read the real and nonsense words in the Phonic Reading List Learn to spell more Y1 Common Exception Words (currently spell 22 out of the 44 Y1 words) Say each sentence out loud (3 times) before writing it down.

				Check my work with an adult if not sure.
My teachers will... <i>(To be completed IN the meeting)</i>		Support by checking in with me to help understanding of the task. Ask me to repeat instructions to ensure understanding. Provide resources as agreed in plan.		Check my traffic light at regular intervals to see if I need help. Provide letter and number models on my table. List of Y1/2 common exception words on my table. Break down tasks into simple steps. List on mini whiteboard.
My family will... <i>(To be completed IN the meeting)</i>		Ask me to repeat instructions to ensure understanding.		Help me with my homework. Play memory games with me (eg. 'Kim's game') Support me when I read my RWI book.
Agreed Provision: <i>(To be shared and discussed with SENCO)</i>	Handwriting practice - small focused group, 2/3x week Visual Perception activities 1:1 with TA 1 x week for 20/25 minutes	Precision teaching of new vocabulary (esp. maths and science) - 3 x week small group. Using a 'talking tin' to record his sentence then play it back.		Fischer Family Trust (reading & writing) - 1:1 4 x week Small group phonics intervention: 2 x a week. 1:1 reading with an adult - daily Use of various memory games (including on tablet). DAILY
Success Criteria:	Progress in handwriting seen over the term in written work.	Confident using resources provided to support.		Reads 30+ words in the Phonics Screening Re check. Can identify graphemes learnt when reading words in reading book. Improves number of words spelt

				correctly from Year 1 common exception words.
Review:				

Signed:	Child	Parent	Teacher	SENCO

Date of review: _____

SENCO to complete:

SEN CODE FOR SPT:

Area of Need:

Targets checked and agreed: