

How I Work Best

This will provide you with some useful information about how to get the most out of your child and support them in their learning. It might suggest that your child will benefit from lots of visual prompts such as timetables, diagrams, pictures or that they like to have time to work independently.

Area of Need

This gives a brief overview of the area of learning your child is receiving extra support in. These areas will vary for individual children dependant on their ability and need. These will include (but is not limited to) speech and language, fine motor skills, gross motor skills, social skills as well as curriculum areas.

Progress check and Date

Here you will find information about where your child is currently working on the date of assessment shown. For different areas of learning, this may be represented differently. E.g. a score, age band equivalent, year group expectation.

Individual Learning Plan



Name: Peter Rabbit
Year group: Year 1

Main Category of Need: Speech, Language and Communication

How I Work Best: I work best when I have visual prompts, sound mats and concrete objects to work with.

Resources: Phase 2 and 3 sound mats, concrete objects for maths calculations, visual timetable.



Current Achievement

This will provide a description of what your child is able to do in this area of learning based on an assessment.

Resources

This will provide you with any general resources that your child will find useful when completing their work – this may not be linked directly to the targets below but instead be about general interaction and engagement with work.

Frequency

This tells you how often your child will work on this target.

Area of Need	Progress Check Date	Current Achievement What can I do?	Targets: Specific. Measurable. Achievable. Realistic. Timescale. What do I need to do to improve?	Activities/ Provision How will I be helped to do that?	Frequency How often I need to do this?	Achievement/ Date
Well Comm	48-59 months amber 7/10 December 2020	I understand and can use the terms 'he' 'she' 'his' 'hers'	To understand and answer 'when' questions.	<ul style="list-style-type: none"> Highlight when certain things are carried out during the day Use stories to talk about when things are happening Images will be used to help describe what is happening and when Sequencing familiar events and discussion around when they each happen 	Daily (15 mins)	20.1.21
SALT	Speaking 30 -50 Developing December 2020	I like to talk and explain my understanding of something. I talk to my friends and will repeat myself if someone does not understand what I am saying.	To be able to produce clear words that include the 'f' sound.	<ul style="list-style-type: none"> Encourage using the 'f' sound followed by the rest of the word with a break between sounds: 'f...ee', 'f...igh', 'f...oo' During Peter's daily routine, we will model and encourage him to use the 'f' sound where appropriate. Ensure Peter is sat close to the teacher in group sessions e.g. phonics, and remind him to watch your mouth movements when saying words/phrases. Daily reading 	Daily (10 mins)	
Understanding	Understanding 30-50 Developing December 2020	I understand what objects are used for and understand and can follow simple instructions.	To be able to understand and use prepositions such as 'under', 'on top' and 'behind' by carrying out actions.	<ul style="list-style-type: none"> Use toys and concrete objects to model placing them in different positions - model use of correct language. Peter to repeat Daily reading - with a focus on positional language when exploring the images 	Daily (10 mins)	20.1.21
Maths	Number 30 - 50 developing December 2020	I can use some numbers names and language spontaneously and use some of these numbers names accurately.	To recognise numerals 1-5 consistently.	<ul style="list-style-type: none"> Small group maths daily with a focus on number recognition In provision focus of number recognition 	Daily (15 mins)	

Targets

This provides a description of a specific skill your child requires more support with. These skills are taken from the appropriate assessment programme e.g. PIVATs, Speech and language, Well Comm etc.

Activities/Provision

This informs you of how your child will be supported in developing this skill. Supporting documents and activities will be uploaded to Showbie in your child's My Learning folder or to Tapestry, for your child to access in order to practise and develop this skill.

Achievement/Date

Your child will be assessed regularly and when they have met their target their individual learning plan will be updated accordingly.