

Assess

Assessment Data

Phonics – Yellow Group

Reading – working within Year 1 curriculum. Connecting Steps – Y1 – 67%

Writing – working within Year 1 curriculum. Connecting Steps – Y1 – 46%

Maths – working within Year 1 curriculum. Connecting Steps – Y1 – 32%

Review from previous IDP

Wilf has benefited from being part of a small phonics and maths group and from working with a TA in English. He is finding it hard to read his work through and add any missing punctuation and can do this 25% of the time. He also benefits from precision teaching HFWs. His data shows that he is now able to identify 23/100 year 1 words and this is up from 2/100. His reading comprehension is low and he needs support to understand what he has read. In maths he can work out number bonds with manipulatives but struggles when the resources are not there to support. He benefits from regular brain breaks to allow time to digest the learning before returning to the next chunk of learning. Wilf struggles to start tasks by himself and to complete them without a high level of adult prompting and reminding.

Parental View

At home Wilf needs lots of reminders to do a job. We are proud of his reading.

Review

What worked well:

Target 1: Wilf can independently read the sounds ou, ea, aw, are and er 100% of the time. The sounds u-e and ow are independently identified 70% of the time.

Target 2: Using the wh-cards as a prompt support him to discuss the text and his ability to understand a comprehension question has improved as he is now referring back to the text in his verbal answers 80% of the time. He does need an adult with him to achieve this.

Target 3: Wilf can add a full stop if it is missing 100% of the time. He finds question marks harder to identify and will add an exclamation mark where it does not belong. We will need to complete some explicit work with him around when to use these punctuation marks.

Target 4: Some of the number bonds are quickly recalled but 7+3 and 9+1 are evading him at the moment.

Assessment data:

Phonics – Yellow Group

Reading – working within Year 1 curriculum. Connecting Steps – Y1 – 81%

Writing – working within Year 1 curriculum. Connecting Steps – Y1 – 56%

Maths – working within Year 1 curriculum. Connecting Steps – Y1 – 44%

Ways forward:

Secure the sounds u-e and ow. Move on to the next set of sounds for reading.

To develop his independent comprehension skills when reading.

To develop understanding of when to use a question and exclamation mark.

Secure the final number bonds to 10 and link the addition with the subtraction sum.

We need to build on the secure reading and writing of HFW.

Parental view:

We will continue to help him at home.

Name: Wilf The Elephant

D.O.B:

14.02.2015

I am good at:
playing with my friends and drawing.
Splashing water with my trunk.



Individual Development Plan

Term: Spring 2 2025

Year Group: 3

Area of need:
Cognition and Learning

Plan

Target 1 Area/Subject: Cognition and Learning - Phonics

To independently read the sounds ou, ea, u-e, aw, are, er, ow in words 100% of the time. (RWI)

Target 2 Area/Subject: Cognition and Learning - Reading

To explain his understanding of the text with support from an adult. (CS Y1)

Target 3 Area/Subject: Cognition and Learning - Writing

To independently identify where a punctuation mark should be when reading his work aloud to an adult 50% of the time. (CS Y1)

Target 4 Area/Subject: Cognition and Learning - Maths

To always rapidly and independently recall his number bonds to 10. (CS Y1)

Time period for review – End of Spring 2 2025

Child View: I find it helpful when I can draw when the teacher is talking.

What helps them to learn? (teacher's view)

Manipulatives and time to process what has been said.

Do

Target 1

Small group phonics sessions – 30 minutes x4 per week.

Focus on the target sounds in his reading and writing. Phonics games.

Target 2

1:1 reading x2 per week

Focus on his comprehension – phonics session to include a comprehension section. Modelling of how to answer the comprehension question.

Use of narrative Who What When Why Who cards to prompt the conversation

Target 3

Adapted tasks.

Focus for TA support in class. Time to talk through possible punctuation and where it should be.

Target 4

Focus target task on number bonds in maths warm ups.

Use of manipulatives.

Small maths group x3 per week with a TA.

Additional provision

Chunking of tasks. Regular check ins. Seated so he is easily accessible to staff.

Explicit labelling of what he has done well.

Ideas for parents at home:

Read to Wilf and with Wilf. You could take it in turns to read a page each.

Ask him about what you have read together.

Encourage him to help you write shopping lists and other writing tasks.