

Individual Provision Map



Name:		Year group:	Year 1
DOB:	13/05/2015	Teacher:	AF / AD
Attendance:	90.5%	CAF / TAC	<input type="checkbox"/>
CIC:	<input type="checkbox"/>	Pupil premium:	<input type="checkbox"/>

Areas of concern	<ul style="list-style-type: none"> ○ Communication and interaction ○ Cognition and learning ○ Social, mental and emotional health ○ Sensory and/or physical
Agencies involved:	LSAT
Data:	End of EYFS - WT ELG

Causing concern	SEN support	EHCP
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intervention	x	Date
Wave 1	<input type="checkbox"/>	
Wave 2	<input checked="" type="checkbox"/>	
Wave 3	<input type="checkbox"/>	
Behaviour plan	<input type="checkbox"/>	

Outcomes for the year -

What is it important for the child to have achieved by the end of the academic year?	What strategies can we use to help them achieve these outcomes?
<ol style="list-style-type: none"> 1. Focus and develop attention and listening skills 2. Confidently blend and segment cvc / cvcc / ccvc words and read and write simple captions / sentences. 3. To be confidently working with numbers to 10 (and beyond if appropriate) including addition and subtraction 	<ol style="list-style-type: none"> 1. Use of small group / 1:1 support for simple games to promote listening skills. Modelling of expectations, support & modelling from staff and peers. Encouragement and development of listening skills. Use of praise for instruction following 2. Small group targeted phonics, daily reading, daily phonics interventions 3. Daily ability based Kirf, small group maths teaching, practical resources

Start date : Sept 2021		Cycle : 1		End date: 29th Oct 2021																													
Plan & Review		Do																															
SMART Outcome? Which professional group/agency informed this target/outcome? Evaluation of progress? What progress has been made, if any? What was the impact?		What intervention? What level of support? How often will this happen and for how long? Who will do this?																															
What can they do now?	What do they need to be able to do?	How will they learn how to do this?		When/ how long/ ratio/who																													
Does not have any sight vocab for Red words	To learn 2 new red words per week by sight (read / spell) (assess on R vocab list) <table border="1" data-bbox="427 517 943 842"> <thead> <tr> <th></th> <th></th> <th>read</th> <th>spell</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>I, the</td> <td></td> <td></td> </tr> <tr> <td>Week 2</td> <td>my, go</td> <td></td> <td></td> </tr> <tr> <td>Week 3</td> <td>no, so</td> <td></td> <td></td> </tr> <tr> <td>Week 4</td> <td>to, of</td> <td></td> <td></td> </tr> <tr> <td>Week 5</td> <td>are, said</td> <td></td> <td></td> </tr> <tr> <td>Week 6</td> <td>was, you</td> <td></td> <td></td> </tr> </tbody> </table>			read	spell	Week 1	I, the			Week 2	my, go			Week 3	no, so			Week 4	to, of			Week 5	are, said			Week 6	was, you			<ul style="list-style-type: none"> Precision teach Pinny time Small group support during literacy: Words taught during literacy session. 1-1 reading - spot the words in the story Matching games home & school 		1-1 AF daily 3 mins 1-10 AF 3x week Daily read	
		read	spell																														
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Beginning to read cvc words and make using magnetic boards - requires support	To independently read cvc words 1.1. - 1.6 (See phonics assessment) <table border="1" data-bbox="427 963 960 1390"> <tbody> <tr> <td>Activity 1</td> <td>Know all set 1 sounds</td> <td></td> <td></td> </tr> <tr> <td>Activity 2</td> <td>Fred sounds in cvc words</td> <td></td> <td></td> </tr> <tr> <td>Activity 3</td> <td>Fred and blend sounds</td> <td></td> <td></td> </tr> <tr> <td>Activity 4</td> <td>Fred in head</td> <td></td> <td></td> </tr> <tr> <td>Activity 5</td> <td>Read at speed</td> <td></td> <td></td> </tr> </tbody> </table>	Activity 1	Know all set 1 sounds			Activity 2	Fred sounds in cvc words			Activity 3	Fred and blend sounds			Activity 4	Fred in head			Activity 5	Read at speed			<ul style="list-style-type: none"> 1-1 phonics (sounds & cvc blending) Small group daily literacy support Small group phonics Literacy work highly differentiated using mainly cvc words 		Daily 5 mins YB Daily 1-10 Daily 1-4									
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<p>Able to work with numbers to 3 independently, needs support for further numbers.</p>	<p>To confidently understand the value of each number to 10.</p> <table border="1" data-bbox="427 172 1131 689"> <tr> <td>Activity 1</td> <td>Recognises numerals 1-10</td> <td></td> </tr> <tr> <td>Activity 2</td> <td>Can count objects using 1-1 correspondence</td> <td></td> </tr> <tr> <td>Activity 3</td> <td>Practically makes a given numeral</td> <td></td> </tr> <tr> <td>Activity 4</td> <td>Able to draw a given amount (e.g. 5 circles)</td> <td></td> </tr> <tr> <td>Activity 5</td> <td>Able to subitise to 10</td> <td></td> </tr> <tr> <td>Activity 6</td> <td>Able to compare numbers, identifying larger / smaller.</td> <td></td> </tr> </table>	Activity 1	Recognises numerals 1-10		Activity 2	Can count objects using 1-1 correspondence		Activity 3	Practically makes a given numeral		Activity 4	Able to draw a given amount (e.g. 5 circles)		Activity 5	Able to subitise to 10		Activity 6	Able to compare numbers, identifying larger / smaller.		<ul style="list-style-type: none"> • Practical resources to support - numicon, counters, actions and songs • Daily small group kirf targeting understanding of the value of numbers to 10, ordering and comparing. • Number pinny time • Highly differentiated maths lessons - quality first teach. 	<p>Daily</p> <p>Daily 10 minutes</p> <p>Daily 3 minutes</p>
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<p>Record of Consultation. Please confirm that this information has been shared with:</p>			
<p>Parents/Carers</p>		<p>Child</p>	