

XXXXX



## Personal Learning Plan 2023-24

| Pen Portrait of Xxxxxx   |  | Xxxxxx's Strengths  |  | Xxxxxx's Difficulties  |  | Area/s of need   |  | SEN Level<br>(BARE/SS/EHCP)   |  |       |  |
|--|--|---|--|--|--|--|--|---|--|-------|--|
| Xxxxxx likes to please. He seeks adult confirmation of what he is doing especially when he is trying hard in class. Xxxxxx works well as part of a small group with adult support. He finds it more difficult to work independently. Xxxxxx finds unstructured times particularly difficult. |  | When working 1:1 or in a small focussed group Xxxxxx can concentrate and get on with tasks.<br>Xxxxxx's speech is developing and he is always willing to do his best and have a go. Xxxxxx is becoming more confident in maths and he can work on some tasks more independently just checking in with an adult. |  | Xxxxxx's attention is restricted and he needs verbal instruction. Repetition is always required to retain information as he can forget things very easily. He needs time to work at a slower pace. When not having support Xxxxxx can struggle to concentrate and to independently get on with work. |  | Learning and cognition   |  | SS  |  |       |  |
|  |  |   |  |  |  | Social Emotional and Mental Health   |  | BARE  |  |       |  |
|  |  |   |  |  |  | Speech, Communication and Language Need  |  | SS  |  |       |  |
|  |  |   |  |  |  | Physical Difficulty  |  |   |  |       |  |
|  |  |   |  |  |  | Specific Learning Difficulty   |  |   |  |       |  |
|  |  |   |  |  |  | Visual Difficulty  |  |   |  |       |  |
|  |  |   |  |  |  | Hearing Difficulty   |  |   |  |       |  |
| History of outside agency involvement  |  | Xxxxxx's Needs identified by outside agencies   |  |  |  |  |  |   |  |       |  |
| Speech and language referral<br>Behaviour support carrying out observations<br><br>EP Observation  |  | Learning and Cognition  |  | Social, Emotional and Mental Health  |  | Speech, Language and Communication   |  | Sensory or Physical   |  | Other |  |
|  |  | Develop his understanding of maths vocabulary<br>Write CVC words and short sentences<br>Develop independence as a learner   |  | October 2022<br>Continue with differentiated work to build self-esteem. Positive re-enforcement and small group work on regulation and self-esteem strategies. Emotional check-ins. Blank level 4 questions involving reasoning. Use of breathing exercises for calming.                             |  | Continue to develop his understanding of sounds to help with literacy development<br>Produce clear CVC words<br>Initiate longer conversations with less familiar adults and peers<br>Develop his social skills by turn taking and working with less familiar children. |  | Daily precision teaching<br>Simplification of language<br>Time for processing<br>Use of visuals to support learning |  |       |  |

## Progress Data

|   | Outcomes at the end of the previous year | Autumn 2 | Spring 2 | Summer 2 |
|---|--|----------|----------|----------|
| Reading                                     | 1 EXC                                    | 1 Sec    | 2 Beg    | 2 dev    |
| Writing                                     | 1 dev                                    | 1Sec     | 1 Sec    | 2 beg    |
| Maths                                       | 2 BEG                                    | 2 Dev    | 2 Sec    | 3 beg    |
| Speaking (PIVATS)                           | P8c                                      | P7d      | P8e      | P8c      |
| Listening (PIVATS)                          | P8c                                      | P8c      | P8c      | P8b      |
| Behaviour for learning (PIVATS)             |  | P8c      | P8b      | P8a      |
| Emotional Awareness (PIVATS)                |  | De1d     | De1c     | De1b     |
| Personal Independence (PIVATS)              |  | P7a      | P8d      | P8b      |
| Social Awareness and Relationships (PIVATS) |  | P7a      | P8d      | P8b      |

## Targets Autumn

| Analysis of learning / behaviour needs<br>Targets for this half term                   | Provision<br>(see range descriptors for indication of levels of provision to be made)  | Who will provide this support?<br>How often?  | Expected impact   | Evaluation<br>A: Target achieved<br>B: Some progress<br>N: No progress<br>R: Refer to outside agencies |
|--|--|---|---|--|
| Phonics support to help Xxxxxx to master phase 3 sounds and progress to phase 4 and 5. | <p>Focussed phonics group to support Xxxxxx's sounding out, blending and segmenting.</p> <p>Lexia</p> <p>1: 1 reading</p> <p>Guided reading support group.</p> <p>Precision teaching (50 mins)</p> | <p>Daily - TA (20 mins daily, group of 6)</p> <p>Daily 30 mins – Teacher or TA</p> <p>Weekly intervention - 40 minutes per week</p> <p>Guided reading support group</p> <p>Precision teaching (50 mins)</p> | To improve the ability to write simple sentences independently. | <b>A</b>   |

|  |  |  |   |   |
|--|--|--|---|---|
| <p>Xxxxxx to independently write legible, simple sentences using phonics knowledge.</p> <p>Xxxxxx to make progress on using finger spaces between words.</p> | <p>Small group support in English lessons.</p> <p>Lexia</p> <p>Daily phonics (20 mins) 1:4</p> <p>Precision teaching (50 mins)</p> | <p>Daily - TA (20 mins daily, group of 6)</p> <p>Daily 30 mins – Teacher or TA</p> <p>Daily phonics (20 mins) 1:4</p> <p>Weekly intervention - 40 minutes per week</p> <p>Precision teaching (50 mins)</p> | <p>Xxxxxx to continue to independently write simple sentences including words with two syllables.</p> | B |
| <p>Secure counting in multiples of 3</p> <p>Complete random numbers sentences on 2's and 5's times table (not in order)</p>                                  | <p>Small targeted group support in all maths lessons.</p> <p>Use of practical resources</p>  | <p>Daily 30 mins – Teacher or TA</p>   | <p>To improve counting skills and understanding of times tables</p>                                   | B |
| <p>To blend CVC, CVVC, CCVC words more accurately.</p>   | <p>Weekly 20 mins 1:1</p> <p>Daily phonics (20 mins) 1:4</p>   | <p>Weekly 20 mins 1:1</p> <p>Daily phonics (20 mins) 1:4</p>   | <p>Xxxxxx to read simple sentences independently</p>  | B |

## Targets Spring

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| <p>To independently write legible, simple sentences using his phonics knowledge.</p> <p>Xxxxxx to continue to build the exception words he can write fluently and sound out other words.</p> <p>Xxxxxx to make progress on using finger spaces between words.</p>  | <p>Small group support in English lessons.</p> <p>Lexia</p> <p>Daily phonics (25 mins) 1:6</p> <p>Precision teaching (50 mins)</p>                                      | <p>Daily - TA (40 mins daily, group of 6)</p> <p>Lexia – at least 40 minutes per week.</p> <p>Daily phonics (25 mins) 1:6 Teacher / TA</p> <p>Weekly intervention - 40 minutes per week</p> <p>Precision teaching (daily) - Mr Neen</p> | <p>Xxxxxx to be more confident and independent when writing sentences thinking about the sounds in words and how to represent that sound.</p> <p>Xxxxxx using resources to help him with this e.g. word mats, sound mats.</p> | B |
| <p>Xxxxxx is more fluent with basic facts e.g. bonds to 10, 10 times table. He needs to extend his fluency facts.</p> <ul style="list-style-type: none"> <li>Secure counting in multiples of 3</li> <li>Learn 5 times table facts while continuing to be able to retrieve facts from the 2 and 10 times tables.</li> </ul> | <p>Small targeted group support in all maths lessons.</p> <p>Use of practical resources</p> <p>Times table Rockstar sessions – online and daily recording practise.</p> | <p>Daily 30 mins – Teacher or TA</p> <p>Daily TTRS – 5 minutes.</p> <p>Online TTRS – twice a week.</p>  | <p>Xxxxxx to continue to improve the fluency of his maths skills particularly his 5 times tables and start to work on his 3 times tables.</p>   | B |



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|---|--|--|---|----|
| To regulate his behaviour especially during unstructured times – break and lunchtime. Successful 3 out of 5 times | <p>1:1 behaviour mentoring</p> <p>Techniques for regulation of emotions and calming.</p> <p>Check-in on emotions</p> <p>Self esteem sessions.</p> <p>Speech and listening – teacher and TA to support Xxxxxx when he needs to articulate his feelings particularly when he is anxious and upset.</p> | <p>xxxx – 1 session and 1 review / reward session per week</p> <p>Teacher and TA consistently when incidents occur.</p> <p>Daily and after every break time.</p> <p>xxx as part of small group working on confidence and self esteem.</p> <p>Teacher and Tas when incidents occur.</p> | <p>Xxxxxx to reduce the number of sad faces he receives in his reward book because of lunchtime incidents.</p> <p>Increase the number of times Xxxxxx receives his reward time.</p> | B. |
|---|--|--|---|----|

## Targets Summer

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| <p>To independently write legible, simple sentences using his phonics knowledge. He needs to start using conjunctions to extend sentences.</p> <p>Xxxxxx to continue to build the exception words he can write fluently and sound out other words.</p> | <p>Small group support in English lessons.</p> <p>Lexia</p> <p>Daily phonics (25 mins) 1:6</p> <p>Precision teaching (50 mins)</p>                                      | <p>Daily - TA (40 mins daily, group of 6)</p> <p>Lexia – at least 40 minutes per week.</p> <p>Daily phonics (25 mins) 1:6 Teacher / TA</p> <p>Weekly intervention - 40 minutes per week</p> <p>Precision teaching (daily)</p> <p>Word and spelling mats to support him.</p> | <p>Xxxxxx to be more confident and independent when writing sentences thinking about the sounds in words and how to represent that sound.</p> <p>Xxxxxx using resources to help him with this e.g. word mats, sound mats.</p> <p>Xxxxxx needs to start independently using conjunctions in his independent writing.</p> |  |
| <p>To extend his fluency facts.</p> <ul style="list-style-type: none"> <li>Secure counting in multiples of 3</li> <li>Learn 5 times table facts while continuing to be able to retrieve facts from the 2 and 10 times tables.</li> </ul>               | <p>Small targeted group support in all maths lessons.</p> <p>Use of practical resources</p> <p>Times table Rockstar sessions – online and daily recording practise.</p> | <p>Daily 30 mins – Teacher or TA</p> <p>Daily TTRS – 5 minutes.</p> <p>Online TTRS – twice a week.</p>  | <p>Xxxxxx to continue to improve the fluency of his maths skills particularly his 5 times tables and start to work on his 3 times tables.</p>   |  |

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|---|--|--|---|--|
| <p>To regulate his behaviour especially during unstructured times – break and lunchtime success rate 3 out of 5 times. (this is beginning to improve – use Zones of Regulation)</p> | <p>1:1 behaviour mentoring</p> <p>Techniques for regulation of emotions and calming.</p> <p>Check-in on emotions</p> <p>Self esteem sessions.</p> <p>Speech and listening – teacher and TA to support Xxxxxx when he needs to articulate his feelings particularly when he is anxious and upset.</p> | <p>xxxxx – 1 session and 1 review / reward session per week</p> <p>Teacher and TA consistently when incidents occur.</p> <p>Daily and after every break time.</p> <p>xxxx as part of small group working on confidence and self esteem.</p> <p>Teacher and Tas when incidents occur.</p> | <p>Xxxxxx to reduce the number of sad faces he receives in his reward book because of lunchtime incidents.</p> <p>Increase the number of times Xxxxxx receives his reward time.</p> |  |
| <p>To pronounce 'L' sounds and slowdown his speech 4/5 times.</p>   | <p>Support in everyday situations.</p> <p>Support throughout the groups he is working on.</p> <p>1:5 narrative group.</p>  | <p>All adults working with Xxxxxx to model slow talking when he is excitedly stringing his words together.</p> <p>Adults to model saying words using the l sound.</p> <p>Modelled in narrative group</p>   | <p>Xxxxxx to learn how to slow down when he is speaking so that he is understood by adults and peers.</p> <p>Xxxxxx to say l sound at the beginning of words.</p>                   |  |

Pupil Voice – updated March 2021

|  |   |   |
|--|---|---|
| <p>I am:</p> <p>Xxxxxx</p>   | <p>About me:</p> <p>I am 9 years old and love dogs.</p> | <p>What am I good at?</p> <p>I am good at consoles and running.</p>  |
| <p>What do I need to get better at?</p> <p>I need to get better at Lexia and spelling.</p>  |   | <p>What can my teachers help me with?</p> <p>My teachers help me with my times tables.</p>  |
| <p>Which resources can help me to improve?</p> <p>Working walls<br/>Cubes</p>  |   | <p>What will I try to do for myself?</p> <p>Listen more.</p>  |

