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| **Things I find**  **difficult.** | **My Targets** | | **How will I know that I can do it?** | **Who is going to help**  **me?** | | **What do I need**  **to do?** |
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| **My role as a parent will be to:** | | **My role as the class teacher will be to:** | | | **My role as the special educational needs**  **coordinator will be to:** | |

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| **Things I find**  **difficult.** | **My Targets** | | **How will I know that I can do it?** | **Who is going to help**  **me?** | | **What do I need**  **to do?** |
| Working out how to read and spell words that I can’t remember.  Matching letters to sounds.  Remembering difficult words that can’t be worked out.  Getting confused over all the different exceptions there are in spelling. | \*To say the right sound(s) when I see- “ai, ee, ie, oa,ue” in words.  \*To spell lots of words that have these letters in them– as above.  \*To learn at least 30 difficult words as I find them in my reading books.  To start to learn some of the rules governing spelling e.g when to use “dge” or “ge” when making a “j” sound | | I will be able to say the right sounds every time I am shown a card with them on and I will use it to work out words when I am reading.  I will be able to spell at least 100 words that have the letters in them.  I will be able to say the words whenever my teacher shows me them on a card. I will get them right at least 4 times.  When my teacher shows me a card I will be able to tell her the rule that goes with it. I will be able to apply this when I write. | My class teacher will help me everyday in class. I can use my traffic light card to show her when I need help.  \*(name of teacher) will help me one lesson a week to work on my reading and spelling and to practise my reading.  My mum will help me at home. | | Work hard and try my best when I am in class and when I am with (name of teacher).  Remember to take my homework home.  Do my homework with my mother without making a fuss |
| **My role as a parent will be to:**  Support homework set for my child by both the class teacher and the special needs support teacher. This may be by spending at least an hour a week in helping my child to read and/or spell words or practise reading.  To make sure that any reading books sent home are given back to the school when needed. | | **My role as the class teacher will be to:**  Provide opportunities for the child to practise his/her reading using appropriate books.  Make sure that any learning objectives and tasks I set the child will be appropriate to his/her ability.  Work alongside the special needs support teacher to  help achieve the targets relating to phonics above\* | | | **My role as the special educational needs**  **coordinator will be to:**  Help the child, parents, class teacher to agree appropriate learning targets.  Help the class teacher to deliver teaching strategies to achieve all of the above targets.  Provide the child with individual support to deliver the phonics element of the targets suggested above.  Ensure that all paperwork is up to date including reviewing the child’s progress | |