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Primary Curriculum Support Programme:
Professional Development – Learning Support

**Sample: INDIVIDUAL PROFILE AND LEARNING PROGRAMME
English**

Name: Peter		Class: 4 th class		
Address: Old Town, Somewhere.		Class Teacher: A. O'Brien		
		L.S.T.: G. Byrne		
Telephone: 089- 87654		Commencement date of supplementary teaching: Jan. 2006		
Date of Birth: 5.4.1995		Review Date: June 2006		
Screening Assessment	Date	Result	Date	Result
DPRT Level 3, Form A (Spring Norms)	24.05.05	R. Vocab. PR 23 R. Comp. PR 3 Total R. PR 8		
Diagnostic Assess.	Date	Result	Date	Result
NARA	June 2005	Accuracy: PR13 Comp. PR 3		
Schonell Graded Reading test	June 2005	R.A. 8 yrs 6 mths		
Schonell Graded Spelling Test	June 2005	Spelling Age 7yrs 9mths		
Informal Assessment before Supplementary Teaching On running record of reading:			Informal Assessment after Supplementary Teaching	
<ul style="list-style-type: none"> • self corrects and uses syllabification skills to decode with success • does not pause at punctuation marks and reads without expression • mispronounces two syllable words at times • quotes directly from text and points when answering comprehension questions. 				
Summary of other information (For example from parents, class teacher, psychologist, speech and language therapist etc.)				
<p>Class teacher reports that Peter works well in a one-to-one or small group situation. However, he needs to be prompted to start and to continue any written work. He participates well in oral classes in which he is interested i.e. history. Unfortunately when he perceives a task 'too hard' he often feigns helplessness. His parents observe that his reading has improved and that now he is reading the television advertisements and subtitles on TG4. Peter relates that he is a big fan of Man. Utd and Real Madrid. He likes hurling and soccer. He dislikes leaving the class for learning support but he states that he learns best in a one-to-one / small group situation. He is a member of school under- 12 hurling team.</p>				



Learning Strengths and Attainments:

Peter

- § has a good sight vocabulary and is able to apply decoding and syllabification skills
- § can answer literal comprehension questions by referring to the text
- § can initiate and sustain a conversation on a specific topic with confidence
- § loves reading about sporting and factual events
- § likes history and geography

Priority Learning Needs

- Reading fluency and rate
- Comprehension
- Vocabulary Extension
- Writing

Sample Menu of learning targets for the period

Peter will:

- read one book per week at independent level
- read a passage fluently with correct phrasing and intonation by attending to the punctuation marks
- predict what will happen in a text by using picture/title etc.
- demonstrate understanding of a story by retelling it in his own words make inferences based on information supplied by an object, picture, word or story
- preview information in history and geography textbooks and pick out the main ideas
- use cueing strategies such as, 'Does this make sense? Does this sound right?' to aid comprehension
- complete one piece of narrative/recount writing per fortnight
- use words from word banks in context, orally and in written work use a variety of adjectives to describe characters and settings in stories

Date
Achieved

Sample Menu of - Learning Support Activities - Learning Support Teacher

- Model highlighting a sentence and guide child to do same
- use a reading window to chunk text
- use a piece of coloured card to guide reading to replace finger pointing
- echo reading- teacher reads aloud and Peter 'echoes' what teacher has read
- teach KWL and SQ3R techniques using history and geography textbooks and support in-class



- model cueing strategies by reading aloud and stopping to ask, 'Does this make sense? Does this sound right?' after each sentence, gradually extending to 2 sentences, 3 sentences, paragraph
- time Peter reading and encourage him to increase rate of reading by gradually increasing the amount of text to be read in the same amount of time
- support Peter in class during Narrative/Recount Writing; help him to get started, conference with and provide feedback after 1st draft. Help him edit work and produce final draft using word processor
- write descriptive character profiles using a variety of adjectives
- revise alphabetical order in stages (use a telephone directory, mobile phone, address book, lining up class in alphabetical order by surname, ordering soccer team by surname, personal spelling notebook)
- teach use of junior dictionary to identify word meanings from familiar reading
- compile word banks based on specific categories, e.g. football etc.
- train child to use CLOZE PRO software.

Sample Menu: Learning Support Activities – Class Teacher

- extend vocabulary skills by using dictionary
- chunk words using a reading window and scan phrases and sentences using a coloured card
- regularly model predicting and other comprehension strategies for the class
- model reading aloud while using cueing strategies with whole class and small groups
- use Readers' Theatre to develop intonation, pace and characterisation
- develop class word banks containing topic words, descriptive words, suffixes, prefixes and linking words
- give Peter opportunities to keep a scrapbook about Man. United and present same to class
- get groups to compose and write quiz questions about sport, history or geography topics
- enable Peter to select a famous person whom he would like to interview i.e. Wayne Rooney, and write questions he would ask
- give Peter opportunities to write recounts of matches played or events from history
- use KWL when teaching information texts with whole class and, mixed-ability groups
- give Peter opportunities to use CLOZE PRO with a buddy
- 'Take a chance' story-making activity
- in pairs complete 'Text Shuffle' activities on various texts
- activities involving oral pair work e.g. barrier games, interviews, 'Invent a Character', 'Think- Pair- Share' etc.
- enable Peter to be a reading buddy to senior infant child



Sample Menu: Learning Support Activities – Home

- shared reading
- encourage Peter to write two/three entries in his home diary each week
- after reading a story ask Peter to retell it in his own words
- reading to younger siblings
- help Peter collect pictures and information for Manchester United scrapbook.

Supplementary Teaching: Group: (G) Individual: I.					from: Jan.06 to: June 06
Day	Mon.	Tues.	Wed.	Thurs.	Fri.
Time:	2-2:40 p.m.	2 - 2:40 p.m.	2 - 2:40 p.m.	2 - 2:40 p.m.	
Location:	(G) LS Room	(G) LS Room	(G) LS Room	(G) Classroom	