



Jul-19	To be able to spell some Y3&4 CEW and begin to some of these in his independent writing.	Small group intervention; Teacher Focus and whole-class focus	Once a week intervention; continued support at home; Whole class focus on improving spelling	He spelt 2/15 correct in spelling test.	Oct 19	Focus has changed to Yr 1 or 2 words as some gaps still remain (2/53 Y4 words correct) Last test: Y1 27/32 Y2 33/64	Continue to fill gaps.
Jul-19	Recall learnt table facts in random orders in different contexts	Strategies for recall a whole class focus. 1:1 support and practice at home and at school	Once a week intervention; In class and home support (TTRS and teaching of strategies)	He is on his 12 times tables. He struggles to recall prior facts rapidly.	Oct 19	He continues to work towards this target.	Increase opportunities to practice.
Jul-19	To make predictions based on what he has read, e.g. what is going to happen next? How do you know?	Additional guided reading and 1:1/small group reading intervention. Support at home.	Rapid Reading (1:1 with KW 3 x a week); Guided reading (small group) 3 x a week.	He correctly answered 1/4 prediction questions correct.	Oct 19	About half of comprehension questions correct. Finished stage 7 RR-passed reading but not written.	He's next step is text reference/comprehension.
Oct 19	To be able to find information in a text and start to infer based on clues in the text.	Additional guided reading and 1:1/small group reading intervention. Support at home.	KW 3x per week 1:1 reading focus on comprehension. In small ability set group - GR in class- work with adult once per fortnight. Home- read comps sent home.	Stage 7 Rapid Reading Struggles to answer comp questions in GR/group work	Feb 20	Read comps done at school and at home. He is showing improvement in being able to answer questions. Joins in in GR-some understanding, still not always understanding fully.	Continue comprehensions at school and home. Have a go at a Y3/Y4 sats comp to see level?
Oct 19	To make only few infrequent errors with Yr 1/2 spelling words in his own writing and spell more Yr 3 and 4 words correctly also.	Weekly spelling intervention; personalised spelling aid; additional adult check in; practice of these words at home also.	KW 3x per week 1:1 Spellings sent home. KW choose 3 words per week for his focus in his work (from 1/2 list) CW/TAs praise if spot focus words 1/2/3/4 in work correctly Increased focus on spelling in class- He can practice his	Y1: 27/32 Y2: 33/64 Y4:2/53 Y3 to test	Feb 20	He is spelling more HFW correctly in his written work. Mum is working with him at home. He still needs to use spelling mat (he has lost it!) and copy correctly off the board/use displays/spelling wall. Spot check of Y1/2 words: 9/11 2 sent home to practise.	Spelling mat out every lesson or on the wall near him.

Oct 19	To recall most previously learnt times tables facts with increasing speed	Regular, up to daily practice; Small group support.	RS 1:1 practice at least 2x per week. RS 2x week intervention.	On 12x mental magicians but in lessons still struggles to use previous facts	Feb 20	Passed 12 x on MM but on spot testing didn't know them all.	Needs to use TT Rockstars regularly at home.
Nov '20	To be able to retrieve information from a text and answer questions correctly.	Differentiated activities in class. Read regularly at home.	Teacher support in class. Regular practice in class.	I can answer simple retrieval questions by myself.			
Nov '20	To continue using spelling aids during all writing activities	Specific spelling support group	Targeted spelling list in class and sent home. Regular spelling tests.	I have learnt most of the common exception words.			
Nov '20	To continue to practice times tables and related facts	Regular testing in class. Regular practice at home.	Small group intervention weekly. Teacher support and maths' resources in class.	I know most of my times tables in order.			