**Individual Education Plan DATE\_\_\_\_\_\_\_\_\_\_\_**

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| TARGET STUDENTs | TARGET AREA – English – Reading & Writing | PERSONNEL INVOLVED |
|  | **ISSUE:** These students are reading and writing at a lower than average level. They require enrichment in both reading and writing.  **SPECIFIC OBJECTIVES:** For students to read and write at the appropriate levelby providing scaffolded opportunities for students to hone their reading and writing skills and to develop new skills and understandings.  **READING**  Students will read aloud from a book *daily* and will read to the teacher wherever possible during class time.   * + Students will receive assistance when completing lexile quizzes during class time and at the library. Students MUST have the lexile book with them when completing the quiz.   + The teacher will ensure students are choosing lexile books that will promote successful completion of quiz questions.   + Students will be placed in small reading groups to complete Reading Around Writing comprehension tasks with teacher support once a week.   + Students will be placed in small reading groups to complete small reading and comprehension tasks with teacher support once a week. The reading box program will often be used during reading groups with these students.   + When reading NIE chapters students will work with their peers to use a variety of reading strategies.   + When reading a novel for novel studies, students will be able to take books home to allow for rereading when necessary.   + Students will be given comprehension questions and tasks for most chapters when reading a class novel.   + Students will participate in group activities targeting the four different roles of the reader and develop skills relating to each role on a weekly basis.   + Students will be given 10 minutes of uninterrupted sustained silent reading time at least 3 days per week.   + As part of the homework programme, students are to read for at least 20 minutes, 3 nights a week.   + Choral reading will be used for poetry and similar text forms to assist students in reading aloud.   + A word wall will be displayed in the classroom. Students are given the opportunity to add new words to this word wall as they learn them. The words remain displayed on the wall so help reinforce meaning and understanding of the words.   **WRITING**   * + Students will use the Have-a-Go boards to assist when spelling an unknown word. When words are misspelt, the first 3 letters of the word will be given to students and correct spelling of the word is to be found in the dictionary.   + Students are required to perform four different tasks each work for their individual spelling words. These will include a variety of tasks such as: synonyms, homonyms, definitions, alphabetical order, sentences, word pyramids etc.   + Incorrectly spelt words are recorded on a class list and added to each students individual spelling list each week to ensure the lists are relevant and applicable to each student.   + Students will engage in modelled, shared, guided and independent writing tasks from a variety of genres.   + Students will be given text planners to assist in planning their writing at all times.   + Students will participate in weekly grammar lessons focusing on particular areas of weakness. These grammar skills will be reinforced and encouraged during all writing tasks.   + Students will participate in Fix It Friday when they have to review, proofread and edit their own work as well as have a peer mark and correct their work.   + Students will write an online Blog entry once a fortnight to assist with typing and writing skills.   + A word wall will be displayed in the classroom. Students are given the opportunity to add new words to this word wall as they learn them. The words remain displayed on the wall so help reinforce meaning and understanding of the words and to encourage students to use them within their writing.   + Verbal prompts will be given to students to ensure word wall words are used during all writing tasks.   **As a result of participation in this reading and writing program these students will be expected to:**   * Expand their reading genres by reading a range of fiction and non-fiction books; this will be monitored through the Lexile Framework Programme. * Read at least one lexile book a fortnight and complete a quiz. * Read aloud to the teacher and education assistant on a regular basis and with increased fluency. * Make inferences about ideas, information and events in texts by relating stated information to background knowledge during class discussion and through written comprehension. * Use a range of reading strategies including comparing, inferring, self-questioning. Slowing down and creating images to maintain meaning. * Decode using knowledge of sound, visual and meaning patterns. * Spell common words correctly. * Review and edit their writing to ensure it makes sense. * Improve their use of punctuation and tense when writing texts. * Develop confidence when reading and writing a variety of texts | Classroom teacher  Education assistant  School volunteers |
| RESOURCES | |  |
| First Steps Resources books, class novels, class reading group books, newspapers in education resources, Reading Around Writing Resources, roles of the reader resources and activities, reading Box, support materials accessed through DET Portal, internet access and Blog log in details, spelling cards, Lexile Framework and lexile reading books, dictionaries. | | |
| EVALUATION | | |
| Torch test, anecdotal records, Lexile Framework, writing samples, work samples, reading box progress charts, Reading Around Writing records and Sound Waves. | | |

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**Classroom Teacher - Miss Macaskill Education Assistant -**

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**Parent signature**