

Learning support plan – Cashel Community School | **Year 1**

<i>Dates/Ti me</i>	<i>Topic</i>	<i>Learning outcomes</i>	<i>Resources</i>	<i>Differentiation</i>	<i>Assessment</i>
4 weeks Sept – Oct	Creative writing – a gentle opening to allow the students to settle into the environment as well as giving the teacher good assessment of student needs.	Students will practice the skills of sentence structure, and using correct spelling and grammar. They will also learn planning skills and to begin writing descriptively.	Creative writing prompts, story beginning and story endings given to students to scaffold work. Use of short films and audio clips as well as basic children’s stories which can be written from a different perspective.	Tasks may be scaffolded to a greater or lesser extent. Some students may need a beginning to each part of the story whereas others may just need the beginning. If students are not capable of this work they will immediately begin using the SNIP programme.	Students work and pace of work will be continuously assessed and recorded by the teacher. This initial phase will also be used to record average work/attention span of the students. Formative feedback will be given continuously.
4 weeks October	Spelling and Grammar – intensive work on the spelling and grammar issues. Capitals, apostrophes, correct and consistent use of tense etc.	Students will practice the correct use of capital letters, apostrophes and contractions. Consistent use of tense and paragraphing will also be worked on. There, there and they’re, your and you’re, to, too and two.	Watch your grammar textbook Worksheets explaining the various rules of grammar	The levels of spelling test and the detail of grammar and punctuation will be differentiated depending on student ability.	Students will be given spelling tests as well as paragraphs to correct which will form the summative assessment. Peer assessment will also be used to get the students identifying mistakes.
3 weeks November	Word Building – expanding the vocabulary of students.	Building on from the work with spelling and grammar students will increase their vocabulary and reduce the frequency with which they use certain words.	SNIP programme Watch your language textbook – antonyms and synonyms Basic novels – new vocabulary.	Begin SNIP programme at varying levels depending on student ability. Vary the difficulty of novels used.	Students will be given a target each week of five new words which they must learn and have the ability to use in a coherent sentence. Tested at the end of each week.

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4 weeks – November - December	Comprehension skills	Students will improve their skills of inferring information as well as being able to respond to it in an accurate way.	Reading laboratory packs Past exam papers Novels – used to create quizzes.	Students will use different levels of the reading laboratories. Reading leaves of chosen novels will also vary.	Pick out the three most important things in the passage. Answering questions using the words in the question as a frame. Use of full sentences.
3 weeks – January – February	Oral communication	Students will develop oral literacy skills of both speaking and listening. This will lead into the development of social skills and reading and responding to non-verbal cues.	Reading aloud in class from textbook/novel. Audiobooks – listening skills Camera/i-pad to record oral presentations	Roles given in pairs/groups for oral presentation. Differentiated tasks based on audiobooks.	Students will complete an oral presentation with the topic/theme to be decided by the teacher.
3 weeks - February	Functional writing skills	Preparing students for life outside of school by working on functional writing skills. Letter writing and diary entries.	Great expectations, Step up, spirals (English textbooks)	Letters may be scaffolded (fill in the blanks) to begin with. Length of writing may be varied.	Layout and format of a letter will be assessed. Diary entry based on a character they are familiar with.
6 weeks – February – March	Reading	Students read a novel as a class for learning support. They will not study the novel in the traditional sense but will read for enjoyment, for development of vocabulary and reading speed.	Novel to be decided on by learning support teacher. Storyboards Timelines Relationship graphs	Differentiated tasks related to vocabulary development and some comprehension skills.	Review writing on their book, come up with plan for second book, re-test reading age/reading speed at the end of term?
4 weeks - April	Return to creative writing with higher expectations.	Look at planning a short story and how it should be structured. Descriptive writing – appealing to the senses if the reader.	Planning materials Writing frames for story beginnings Set structure for paragraphs	Amount of work expected to be differentiated depending on student ability.	Give students a set amount of time to complete each section of a story. This will improve concentration and ability to stay on task.

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4 weeks – May	Re-cap of basics	Sentence structure, using full sentences for answers. Grammar and punctuation.	Worksheets, Watch your Language textbook	Levels of spelling test, detail of grammar and punctuation will be differentiated depending on student ability.	End of year tests
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