

Year group: 5

SEND area of need: EAL, low ability and SEND attributes.

Subject/focus learning: English

Before teaching:

Anticipated barriers:

- 1) Rapport needs to be built to enable him to want to produce work.
- 2) Appears to struggle if teacher can't support quickly. Can (quite often) get emotional if he isn't seen straight away.

Plan to address them:

- 1) To spend 1:1 time with him in class and out of the classroom to build rapport.

During teaching (English):

What assessment did you use to elicit evidence of learning (e.g questioning, talk, production tasks, answers on white boards etc)?

Asking him to read the task to me (work being produced using B-Squared assessment - working at Y1 level).

My turn - I give an example of what is required.

His turn - He gives me an example verbally.

Questioning to ensure he understands.

Independent - he does remember the example sentences and writes them straight away.

Live marking - current focus capital letters and full stops.

During teaching (Reading):

Scaffolding used (Visual/verbal/written):

Pre-made scaffolding sheets with peer support.

Live marking - written to show letter formation.

1:1 support to read and answer questions.


Extension task - word searches and handwriting tasks.

During teaching:

Examples of in the moment adaptations:

Date _____


L.O. To know how to use capital letters and full stops.
Can you write a simple sentence using the pictures to help you? Make sure you remember your full stop and capital letter



the tiger knocked
on the door. ✓

The girl and
the mum are
having tea. ✓

The tiger has drunk
all the drinks. ✓

ABCs  P


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Lesson 14

L.O. To know how to retell a familiar story: Aliens love underpants.
Use your plan and yesterday's story retelling to write the story Aliens love underpants.

Success Criteria - To describe the underpants	Me	Teacher
I have used capital letters.	✓	
I have used full stops.	✓	
I have used finger spaces.	✓	✓
I have formed my letters correctly on the line.	✓	
I have used a variety of adjectives.	✓	

Target for next piece work:

ABCs  P

Love

The Aliens ^{lus} pants ✓
t ^{then} ^{ba} ^{come} To plant ^{ur} ^{ur}
ben ^{ba} ^{fanb} The pants
ben ^{ba} ol wol ^{ba} pants
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