

Personalised learning plan

Teacher reflection

“Clear learning intentions are established in collaboration with other educators working in the room. These are explained to children and reviewed by the group of educators weekly, being adjusted to suit individual students. Parents are regularly invited to discuss and contribute to their child’s Personalised Learning Plan and students’ comments on their experience are sought. Work samples are analysed as a basis for tracking progress and setting new goals.”

Student:	Class: KS	Year: K	D.O.B.
Parent/Carer: •			
Term 2 Meeting attended by:			Date: 22/2/12
Family Background			
Relevant family history: (brothers / sisters / Aunties / Uncles / Who is the student living with?)			
Parents interests and strengths: Older sisters enjoy art and sport while her brother is really into reading and speech.			
Student Information:			
Interests, likes: • Playing with the babies/dolls • “Playing with my friends.” Dislikes: • “I like everything at school.”		Talents / strengths ♦ Positive attitude towards school and learning ♦ Willingness to have a go ♦ Takes pride in her work	
Literacy		Numeracy	
Strengths • Engages in writing like behaviour • Joins in joint reading experiences • Attempts to follow words with her fingers,		Strengths • Can recognise a simple 2 part pattern • Joins in group counting from 1-10 • Recognises some numbers	

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<p>Areas for development</p> <ul style="list-style-type: none"> • Reading • Writing 	<p>Areas for development</p> <ul style="list-style-type: none"> • Numbers 1-10
<p>Targets</p> <ul style="list-style-type: none"> • For to be able to consistently write her name accurately by the end of term 2. • For to recognise and be able to write 20 of the sounds taught in the Jolly Phonics program by the end of term 2. 	<p>Targets</p> <ul style="list-style-type: none"> • For to be able to independently and consistently count out loud from 1 to 10 by the end of term 2 • For to be able to recognise the numerals 1-10 in and out of order by the end of term 2
<p>Strategies</p> <ul style="list-style-type: none"> ◆ Daily phonics program introducing four new letter sounds per week ◆ One on one reading at school everyday ◆ Home reading program ◆ Daily writing linked to play experiences ◆ “Reading to Learn” literacy program in term 2 	<p>Strategies</p> <ul style="list-style-type: none"> ◆ Smart Board games and activities ◆ Flash cards ◆ Hands on activities working with counters and number cards ◆ Incorporating counting into everyday routines and play experiences
<p>Student’s goals</p> <ul style="list-style-type: none"> • “I want to be really good at reading.” 	
<p>Parent discussion</p> <p>Mum is happy with progress. Thinks it is really important for to learn to read and count this year. She would also like to learn her left and right and questioned why we don’t teach swimming at school.</p> <p>Mum says loves coming to school.</p>	

Parent Signature:

Student Signature

Teacher Signature:

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Parents interests and strengths:			
Student Information:			
Interests, likes: • Butterflies • Play dough Dislikes:		Talents / strengths ◆ Reading ◆ Drawing ◆ Counting ◆ Positive attitude towards learning	
Literacy		Numeracy	
Strengths • Can write and recognise her name • Understands basic book conventions (front cover, back cover, title page, spine, left to right sweep) • Very quickly picking up letter/sound relationships • Knows the name and purpose of a full stop •		Strengths • Can count to 29 • Recognises numbers 1-10 • Uses 1:1 correspondence when counting a small group of objects	
Areas for development • Reading • Writing		Areas for development • Numeral identification (11-20) • Addition an subtraction	
Targets • To be able to recognise and write all 42 letter-sound combinations taught in the school phonics program by the end of term 2 and blend them to read and write words.		Targets • To be able to consistently recognise and write the numerals 11-30 in and out of order by the end of term 2 • Uses objects to accurately perform simple addition	