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| Objective led planning | WHEN 21/11/16  FOCUS – Literacy: Adult led week: WALT: I am learning to write a letter.  WILF: I can use key letter vocab: dear / please / thank you.  I know to start at the top of the page. | | | | | |
| Where are they now? | Next Steps | DM | Names | E/D/S | ☺ | Next steps |
| Able to hear sounds in 2 syllable words, write simple captions, spell tricky words and most letters correctly formed. | I am learning to write short sentences with support, such as a letter and use full stops / finger spaces. | 40-60W+ / s |  |  |  |  |
| Able to segment words independently for writing, although may miss some sounds. Writes some super words correctly. Clear letter formation. Can write a simple caption with support. | I am learning to write a simple caption, include finger spaces and continue to hear all the sounds in words. | 40-60 w + |  |  |  |  |
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| Able to segment words independently for writing, although may miss some sounds. Writes some super words correctly. Working on letter formation and writing across the page, and then down.. Can write a simple caption with support. | I am learning to write a simple caption, improve letter formation and write going from left to right (then down). | 40-60 w |  |  |  |  |
| Able to hear initial sounds independently. Can write medial sounds with support and some HFW. Writing words / short captions with support. Working on letter formation. | I am learning to segment the sounds in words independently, write captions and improve letter formation. | 40-60  w |  |  |  |  |
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| Able to hear initial and medial sounds. Can read tricky words but needs support to write them. Working on improving letter formation. | I am learning to hear the end sounds in words and improve letter formation.  (Labels / lists) | 40-60 W |  |  |  |  |
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| Able to hear initial sounds independently.  Can read some HFW words. Writing initial sounds as labels.  Working on letter formation. | I am learning to segment words with support to hear medial and end sounds. Working on improving letter formation.  (Labels/lists) | 40-60  W |  |  |  |  |
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| Able to orally segment sounds in words independently but doesn’t know which letter represents. Working on letter formation. | I am learning to link sounds to the correct letter when writing words. Improving letter formation.  (labels/lists) | 40-60B+ |  |  |  |  |
| Can hear initial sounds in words but is not forming any recognisable letters or know which letter to use to represent the sounds. | I am learning to represent the initial sounds in words using the correct letter.  (labelling) | 40-60  B+ |  |  |  |  |
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| Working on giving meaning to marks as they draw and write.  Starting to draw pictures and needs to work on trying some mark marking. | I am learning to give meaning to my marks by talking about my drawing and mark making.  I am learning to write my name. | 30-50  S |  |  |  |  |
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| Objective led planning | WHEN -30/10/16  FOCUS – Maths:Shape: I am learning to name and describe 2D shape and make arrangements with shape. | | | |
| Where are they now? | Next Steps | DM | Names | Assessment Notes (E D S) (T) (t/a I) |
|  | I am learning to name and describe 2D shapes and use them to make arrangements / pictures.  Naming and describing  Circle, triangle, square, rectangle, pentagon and hexagon. | 40-60  W |  |  |
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|  | I am learning to name 2D shapes that I am using for an activity.  Is using shape language but not always matching correct shape name. | 40-60  B+ |  |  |
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| Maths Boosters | |
|  | General maths notes for boosters/interventions: |
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| Objective led planning | WHEN  FOCUS – Maths:number: fewer / more | | | |
| Where are they now? | Next Steps | DM | Names | Assessment Notes (E D S) (T) (t/a I) |
|  | I am able to inestigate fewer and more.  -I can use the terms fewer and more correctly.  -I can use resources to show that i understand fewer and more.  -I can prove it on a number line. | 40-60  W+ |  |  |
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|  | I am able to investigate fewer and more.  -I can use the terms fewer and more correctly.  -I am beginning to use resources to show that i understand fewer and more. | 40-60  w |  |  |
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|  | I am learning how to investigate fewer and more.  -I am using the terms fewer and more but need help to use them correctly when presented with a problem. | 40-60  B+ |  |  |
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