

Targets	How you have worked on this	An example can be found on
Target one is to proof- read my work carefully to avoid minor errors.	I have made sure that I have dedicated a set amount of time to read over my work to check for any grammatical inaccuracies.	I have tried to make this improvement evident throughout the assignment.
Target two is to make sure that my sentences are not lengthy.	I have made sure that my assignment flows by reducing sentence lengths by getting to the point sooner. I have made sure I have mentioned relevant and specific information rather than going on a tangent.	This is evident in my introduction of the assignment where I have synthesised key information regarding dyslexia and ALN legislation. Evident on page 2.
My third target is to make links between literature and my own professional practise.	I have done this by stating if I agree with a theorist. I have then used my own PTE experiences to back my opinion.	This is visible on page 6.

Title:

Supporting your discussion with theory, practice and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to his/ her learning during one particular transition period (horizontal or vertical).

In this assignment I will be critically reflecting how I will be supporting a learner who is affected by specific barriers to learning during a transitional period. For the purpose of this assignment the individual I will be referring to is named 'Kyle', this is a pseudo name to ensure that no ethical guidelines are breached, thus anonymity will be adhered to in order to protect the individual's personal identifiers (BERA, 2018). Kyle is 7 years old and is transitioning from KS1 to KS2. Kyle's barrier to learning is his ALN, this is a terminology used to describe learning difficulties or disabilities that make it harder for a child to learn compared to a child of the same age (Dewis Cymru, 2020). To support individuals with ALN, additional learning provision is implemented to support personal milestones, this is written into a support plan referred to as an Individual Development Plan, present in part 2 of the assignment. This provision can be implemented by teachers, teaching assistants or specialist practitioners (Welsh Government, 2021). Vehemently, from the Curriculum for Wales 2022 to the new ALN system there is an evident renewed focus on inclusive education in Wales. Inclusive practice is viewed as a socially just system of education that benefits society as well as individuals (Arduin, 2015). Kyle's specific ALN I will be addressing in this assignment is Dyslexia, this has had a substantial impact on his confidence and willingness to participate in class tasks and continuous home learning activities. His self-awareness towards his dyslexia has resulted in low self-esteem. Subsequently, it is evident that Kyle's barrier has had an impact on his emotional literacy and cognitive development. The British Dyslexia Association has adopted the Rose (2009) definition of dyslexia, this states that the condition is a literacy disorder characterised by difficulties in phonological awareness, memory, and verbal processing speed. Consequently, individuals with Dyslexia need more time to absorb information. It is estimated that 1 in 10 people in the UK have some degree of dyslexia, this is not related to general intelligence. Thus, Dyslexia can affect children and adults of all intellectual abilities (NHS, 2022). Subsequently, it is imperative to limit the possibility of marginalizing pupils like Kyle with ALN by acknowledging that their abilities can effectively be included and contributed. This is in correlation with one of the Four Purposes, 'healthy, confident individuals who are ready to lead fulfilling lives as valued members of society' (Welsh Government, 2015). Kyle's lack of confidence and lower literacy ability means that his Dyslexia has a negative impact on his learning experiences in the classroom. It is essential that how dyslexia impacts his learning is addressed by practitioners to support his progression within the curriculum. This is in correlation with the Additional Learning Needs and Educational Tribunal Wales Act (2018), this is a legislative framework aimed at delivering inclusive education system for learners. As a key practitioner it is imperative, I support ALN in a fair and encouraging manner. Therefore, I will be critically analysing my chosen support strategies to aid Kyle during the transition. These include

working with parents to meet reading targets, 1 to 1 with a teaching assistant, and emotional support from the teacher. This is in accordance with the (Children's Commissioner for Wales, 2022) article 2 summary of the UNCRC. This significantly highlights that differing requirements, disabilities and identities of pupils must be accommodated without discrimination to remove barriers that impede on growth and equality.

Within the field of early childhood education, the term 'transition' is often used to define the move from one year group to the next within a formal educational setting (Fabian and Dunlop, 2002, p. 3). Despite this, transition concepts are used in differentiated and specific ways, for example vertical and horizontal passages in a child's life (Kagan and Neuman, 1998, p.366). Moreover, the process of Kyle moving from KS1 to KS2 is referred to as a vertical transition, this is regarded as a key change from one status to another, this is associated with an 'upwards shift' (Vogler et al., 2008). If a child struggles with a transition it can have a negative impact on their overall wellbeing and attainment. Therefore, it is pivotal that adjustments starting year 3 are implemented to support Kyle's dyslexia. Literacy consultant for One Education Laura Lodge (2020) advocates this further by stating that transition puts enormous demands on children linguistically, emotionally, academically, and practically. Kyle's difficulty reading is a key focus, speech and language is an impetus fundamental foundation of reading. Prior to this it was assumed that visual difficulties or problems with hand eye coordination served as the fundamentals of dyslexia. However, it is now evident that the main difficulty with dyslexia is phonological processing, this is the skill of segmenting words into sounds and associating letters with their sounds (Liberman, 1973, p. 67). Researchers argue that difficulties in phonological decoding are the key distinguishing factors between dyslexics and non-dyslexics in a classroom (Snowling & Hulme, 2012, p. 598). However, this claim is difficult to qualify when studies tend to involve poor readers against a control group of average or good readers, as opposed to two separate groups of poor readers containing one dyslexic and one not (Elliott & Gibbs, 2008, p. 483). Literacy disorders are also associated with neurodevelopmental disorders thus, dyslexia is often co-morbid with other ALN conditions. Evidence indicates that levels of anxiety are frequently raised in those with dyslexia, impacting emotional wellbeing (Carroll & Iles, 2006, p. 652). This is evident in Kyle, his anxiety is derived from dyslexia which has impacted his confidence and motivation. Paget and Reynolds (1984) support this link between learning difficulties and mental health by concluding that 6–17-year-old children with ALN are more anxious than peers, with anxiety manifesting itself as a concentration deficit and worry.

An area of development that will be affected during this transitional phase is Kyle's emotional wellbeing. During the transition to year 3 children's sense of 'self' is becoming significantly more developed. Educational psychologist Susan Brooks (2022) builds on this point by stating that during this stage children are increasingly more aware of themselves, how they appear to others, and which peers are similar to them. Moreover, this is strongly linked the concept of ego identity in Eric Erikson's psychological stage theory. Child psychologist expert Kendra Cherry (2022) summaries this theory, stating it is based on the conscious sense of self being developed through social interactions with others, this is a constant changing state influenced by new experiences and information during daily interactions. Adversely, Bronfenbrenner and Ceci (1994, p. 570) contextualize the belief that all humans come with a set temperament from birth, and it is the factor of treated by parents, siblings, peers, and teachers that determines how that temperament expresses itself. Despite differing views, it is clear that supporting Kyle's emotional development is essential towards nurturing a positive self-esteem during this transition. A lack of self-esteem can be derived from chronic difficulties in reading, interfering with the establishment of personality and sense of self (McNulty, 2003, p. 364). A dominant cognitive factor that is linked to outcomes in dyslexia is children's mindset towards intelligence. Dweck (2015) highlights that individuals with a growth mindset believe that intelligence can be attributed to learning, effort, and practise. Whereas individuals with a fixed mindset oppose this and believe intelligence is fixed thus cannot change. Self-esteem is a key component of psycho-social adjustment and emotional wellbeing, Willcutt and Pennington (2000) suggest that difficulties in confidence and self-belief can predispose children to become more withdrawn and anxious in educational settings compared to peers without dyslexia. During PTE practise I saw this in notion when encouraging a pupil with dyslexia to try a task even if mistakes are made. Therefore, I have chosen to use emotional support through verbal teacher encouragement and praise as a strategy to support kyle's transition. Going forward, at the start of year 3 behaviourist techniques will be implemented as encouragement to not be afraid of trying tasks. Cognitive resilience is a key component towards supporting kyle's personal progress. Beyond instruction, children's cognitive abilities can serve a compensatory role in risk for dyslexia. It is reported that pupils with dyslexia that have high verbal reasoning skills have better outcomes than pupils with lower verbal skills (Berninger & Abbott, 2013, p. 223). Subsequently, this strategy builds on kyle's strong oral skills and encourages him to contribute to class discussions as a method of increasing confidence prior to directed tasks. By incorporating Kyle's strength of verbal discussions in lesson plans,

inclusive environment is facilitated where self-esteem and resilience can be nurtured, this in turn has a positive influence on Kyle's readiness towards reading. Thus, starting year 3 with a positive mentality where strengths are recognised will create a safe environment for resilience. Goleman (1995) supports this strategy as he states that increasing emotional intelligence through resilience improves relationships, develops problem solving skills and catalyses the development of new learning strategies. Verbal teacher encouragement is a key component towards encouraging Kyle to challenge himself. This is a prominent strength of this strategy, by creating a safe space Kyle will be able to recognise that others support and believe in him to reach targets. As a result, teachers are viewed as critically important to the embodiment of inclusive education. Research highlights that pupils who experience learning difficulties benefit more from positive relationships with practitioners than exclusionary practises derived from lack of competence and understanding (Knight et al., 2022, p.7). However, Dunbar's social theory based on 'social brain hypothesis' alludes that children are at a loss because class sizes are too big, this means that the teacher cannot remember everything about each child to support them (Neuroscience News, 2021). In contradiction to this is an Estyn (2017) report that highlights a pioneer school's use of effective teacher communication strategies in mainstream classrooms that engage children including ALN learners. Furthermore, the use of positive praise will help Kyle feel understood and deter him from comparing himself to peers. From a behaviourist perspective the transmission of information from teacher to learner is based upon a response to a stimulus. Thus, for an effective reinforcement schedule to occur consistent repetition of positive reinforcement is needed to achieve desired responses (Skinner, 1976). Conversely, Alfie Kohn (1993) states that praise kills intrinsic motivation and the desire to learn resulting in children's inherent motivation to reduce towards a subject. I strongly differ in my belief to Kohn, children need praise in order to make connections between good and bad behaviour, praise offers an opportunity to boost confidence and class mural. However, there is a limitation to using praise and teacher encouragement in the classroom, Kyle may feel that it highlights his difficulties. Therefore, a greater ratio of encouragement to praise may be considered more applicable. Encouragement can be viewed as non-judgmental and points out specific facts rather than evaluating effort through praise. A solution to this challenge could be the implementation of pupil voice, allowing kyle to state if it is beneficial to him will ensure a positive continuity of this strategy. Additionally, the inclusion of pupil voice helps to personalise learning, this can encourage Kyle to take control of his learning, using self-actualization to assess what works for him.

During the transition from KS1 to KS2 workload increases and tasks become more independent. At this stage Children with reading difficulties are typically weaker than classmates in overall cognitive and linguistic preparedness. Therefore, to ensure growth in targets going forward Kyle will need further continuity through practising reading and cognitive skills at home as well as in school. Exposure to linguistic routines can help children familiarise with phonological patterns. For example, story book reading can provide opportunities for children to become more sensitive to sound relationships in words, helping reading acquisition improve over time (Snow, Burns, & Griffin, 1998, p.265). Additionally, reading and discussing books at this stage of development can help children focus attention to not only the structure of words but evoke interest in developing reading skills that contribute to higher literacy acquisition (Sonnenschein and Munsterman, 2002, p. 319). This strategy is agreed by Kyle's parents, they are highly motivated in supporting his reading progression, Kyle's dad also has dyslexia and understands the importance of development in this area. Research shows that supportive parents provide far reaching benefits for children and better equips children to regulate emotions and face challenges (Nelson et al. 2009, p. 672). A strengths-based approach to parent-teacher collaboration can transform children's perception of learning positively. When parents and teachers work together in this manner, they become 'co-producers of support'. This dynamic is empowering to children as it promotes resilience, this is in line with Kyle's needs addressed in his IDP. Jessica Kaminski (2022) supports this further by stating that a strong relationship between the two stakeholders plays a vital role in creating an optimal learning atmosphere that benefits a child both home and at school. The benefit of working with parents is further highlighted in one of Dewey's three democratic Dispositions which states that we can solve anything if we work collaboratively (Mason, 2017). However, Van Thompson (2018) disagrees with this form of 'homework' stating that it takes time away from other pursuits like social interaction with children, this plays a critical role in brain development, impulse control skills and conflict management. In my opinion, when reading is balanced with other learning elements, the benefit of the strategy becomes evident. This was noticeable on my PTE during reading time, when I set an achievable reading time of 15 minutes pupils were more motivated to read as it was not considered a chore. This meant that they were still acquiring the benefits reading brings to cognitive efficiency. It is crucial to implement reading activities with children from a young age thus, children who enjoy reading have an advantage over children who do not (Alam, 2021, p. 2). According to Paul Jennings (2008) parents should transmit the virus of reading onto their children in order for them to become engrossed in this core area of development. He strongly emphasized that parental examples are vitally important in making children love reading regardless of their abilities. However, the social environment in which

children learn has a significant impact on how much information and skills they retain. This is in conjunction with a teacher survey of 2,500 teachers carried out in November 2022, the result of this suggests that children learn better through classroom-based learning than studying at home (World Economic Forum, 2021). In spite of this, Kyle's parents are highly motivated to help him reach his progression steps therefore his home environment is advantageous to his development. Conversely, psychologists Fekonja-Pekla and Marjanovič-Umek (2011) highlight that the frequency of exposure to phonemes and quality of parental joint reading are the measurable predictors of a child's language development. Therefore, a Nessy learning account has been created to support his reading at home. This approach focuses on using memory strategies and phonic rules with motivating games, this has specifically been proven to help pupils with dyslexia catch up (Nessy, 2022). However, too much pressure on Kyle may mean that his self-esteem will continue to decrease. Therefore, if Kyle's reading at home is not made fun and engaging it could result in becoming a disadvantage to his development. Piaget (1957) states that children 7 and under cannot be taught tasks and concepts as they are not psychologically and mentally prepared, genuine intellectual competence cannot be obtained before this. Conversely, Vygotsky takes a different approach to Piaget's view that development precedes learning, he highlights that social learning through reading is a key component to cognitive development. Becton Loveless (2022) summaries this further by stating that using Vygotsky's theory of learning with a more knowledgeable other, a child can work collaboratively and operate in the zone of proximal development, as skills continue to be practised this creates an environment where a child can complete tasks with more independence. In spite of this, there is a limitation to this strategy; the teacher needs to be able to track Kyle's home learning development during this transitional period. A solution to this is conducting weekly Nessy checks and provide all key stakeholders access to the account to monitor progression.

During this transitional phase Kyle will have a scheduled 15-20 minutes a day reading intervention with the class teaching assistant. A report by Estyn (2016), has highlighted how effective provision like one-to-one support from a knowledgeable member of staff acts as a positive stimulus to smooth transition and accommodate specific provision. The use of this strategy to implement phonological awareness is based upon improving Kyle's cognitive efficiency in understanding letter sounds when reading, this is profound in mitigating the effects of dyslexia on development. Dyslexia can be studied from a range of perspectives therefore, there are extensive theoretical proposals to explain dyslexia as a learning barrier. However, the phonological deficit disorder is the most supported and developed theory of

dyslexia compared to conflicting reports based upon visual attention deficit on reading (Welsh Government , 2012, p. 16). Subsequently, it is critical to support Kyle's literacy through allocating set time where core reading skills can be practised to aid progression. A review conducted by Snowling and Hulme (2012) advocates this point by arguing that language and phonological skills are the core foundations of literacy development and the acquisition of essential reading skills. Psychology theorist Stanovich (2009) provides evidence for what he refers to as the 'Matthew effect', this states that early success in acquiring reading skills results in later successes in literacy as the learner grows. In contrast, children who have reading difficulties often read less and do not acquire the vocabulary needed to not fall behind peers. Therefore, decoding words as a reading skill has been highlighted as a core need in Kyle's support plan to ensure that his cognitive development improves. Conversely, the Montessori approach differs to this view, stating that children should learn to write before they focus on reading acquisition, arguing that once a child can read their own writing reading skills will develop with fluidity. Pamela Li (2022) disagrees with this approach as it emphasises individual learning over collaboration with others, this is a crucial life skill that mainstream schools' advocate. Furthermore, the direct teaching of letters and corresponding sounds is an important strategy to help Kyle. Programmes described by Hatcher (2003) and Nicolson et al (1999), that systematically teach individuals the sounds of letters have been proven successful. Subsequently, it has become apparent that, these interventions designed to enhance reading fluency result in improved reading for children with learning difficulties (Vaughn et al., 2000, p. 326). A consolidation study based on dyslexics indicated that even the most competent teachers cannot alone support a dyslexic pupil as a task that would take 10 hours for a non-dyslexic can take up to 100 hours for a dyslexic. This accentuates how dyslexic children's development can fall back during summer holidays (Peer and Reid, 2016). As a result, the use of the year 3 teaching assistant to support Kyle after the summer break is crucial. Evidence has shown that 67.5 hours of individual intervention is needed to bring children with dyslexia up to the level of their peers (Torgesen et al., 2001, p. 37). However, this research fails to consider differing developmental milestones of children. Thus, significantly contrasting to The Curriculum for Wales 2022 which highlights that while the learning continuum is the same for all learners, the pace of progress along progression steps will differ for learners (Welsh Government , 2021). The withdrawal from the classroom to complete this form of intervention offers a more supportive environment where Kyle can make mistakes and practise phonemes out loud in a quiet space. Matt Renwick (2012) opposes this form of support arguing that interventions act as a disadvantage to children's learning experience as it fractures the daily routine and takes children out of a traditional classroom environment. I Strongly disagree with this view, my

professional practise from PTE has highlighted that this form of intervention for children with weaker reading skills is essential. I noticed that children with dyslexia were self-conscious and preferred to read to staff without peers present. However, an inquiry by Houssart and Croucher (2013) found that provisional support for teaching assistants during these individual support sessions are variable, due to a lack of opportunity for information to be shared with the teacher. This drawback can be mitigated through asking the teaching assistant to write down Kyle's progress in a book after each session, this ensures that stakeholders have evidence of progression. Additionally, this resource could then be used to plan new tasks and challenges with the teacher. This follows the professional teaching standard for collaboration, enabling effective pedagogy to spread by taking opportunities to work productively with all significant partners (Welsh Government , 2020).

To conclude, the incorporation of verbal teacher praise and encouragement as a support strategy is highly important to aid Kyle's resilience and motivation, this highlights how belonging and connection comes from healthy relationships. The strong influence of this is supported by John Hattie's meta-study on visible learning, he highlighted that positive teacher relationships are important as it increases effects on student achievement (Visible Learning , 2009). Furthermore, the use of one to one with the class teaching assistant as a cognitive development support strategy is advantageous in supporting Kyle's literacy progression steps. As a practitioner this helps show children what they will become and how they are part of a supportive community, this is interlinked with the active citizens aspect of the 4 purposes (Welsh Government , 2021). Furthermore, my choice of parental involvement as one of my support strategies provides a home learning continuum, this is viewed as paramount for supporting dyslexia. This cognitive condition means that engagement can be slower therefore Kyle's immediate family are influential in solidifying reading acquisition within the wider environment around him. I have incorporated refining teaching towards sustained highly effective practise through involving partners in learning. This QTS descriptor highlights the importance of positive involvement of parents and stakeholders is understood to ensure that opportunities are taken to observe and evaluate processes. However, as a professional practitioner additional learning needs can act as a barrier towards providing opportunities for a school to home learning continuum. Head of Assessment for British Dyslexia Association Karen Mace (2020) has accentuated this by highlighting that in an all-party parliamentary group 95% of guardians felt that they lacked

the skills and knowledge to support their dyslexic child. Therefore, upon reflection in future practise I will be more mindful of home circumstances when implementing this form of support. I have also demonstrated a focus on pedagogy by advancing my learning through effective application of subject knowledge and discipline. I have included what matters statements and areas of the four purposes in Kyle's IDP. Through this application I have demonstrated how the four purposes are embedded in planning and delivery of lessons for learners. However, upon reflection in future practise I need to ensure that during the preparation of tasks all pupils needs in the classroom are considered, this includes both pupils with higher and lower attainment. This will ensure that not only is my delivery inclusive to all learners but also provides challenges in line with a mixture of abilities. When developing my understanding of dyslexia, it became apparent that there was a gap in my knowledge of using innovation to support pupil's ALN within the classroom. This falls into the 'know how to use evidence and research to improve my practise' descriptor. Therefore, as part of my continuous professional development, I will familiarise myself with incorporating assistive technology to support pupils with literacy disorders like dyslexia to develop independence.

Part 2

One Page Profile

Kyle Jones:

I am 7 years old and I'm going into year 3. My birthday is on the 10th of September, I am one of the older boys in the class. My favourite colour is blue, but my favourite football team wears red, I am a fan of Liverpool FC. My favourite animal is a dog, I have one called Sid. My favourite lessons are PE and art. I live at home with my mum, dad and brother, he is in year 5. My parents are loving and try their best to support me. I have dyslexia, this has made me anxious and self-conscious. I compare myself with others in the class because I feel like I am different. When I stop practising my reading, I feel like I forget everything I have been taught like sounding out words. I love to share ideas verbally to show the teacher I understand.

What do others like about me? Others admire that I am friendly and polite to all my peers. Teachers like that I talk and play with everyone. My parents love that I try my best in school. Everyone thinks I am super at football, this makes me happy and proud!

It is important to me that I am understood and valued. I get nervous and self-conscious of my reading. It is important that people are patient with me. I need encouragement to believe in myself. It is important that I practise skills to become more independent with literacy.

Cognitive & Physical Development:

- I can express ideas clearly verbally
- I am easily distracted when it comes to reading
- I have poor reading skills and struggle recognising phonemes
- I can follow instructions using my memory skills
- I learn best one to one with someone I trust
- I need encouragement to try something I find hard
- I have good gross motor skills but stating left and right is hard.



Social Development:

- I have good relationships with peers
- I compare myself and my abilities to others
- I care about people around me and how they feel
- I have strong relationships with adults
- I attend after school clubs with friends

Emotional Development:

- I worry that I am not as good as peers
- I put a lot of pressure on myself and get nervous
- I do not like it when I cannot do my work
- I get embarrassed when I cannot read something in a book
- I am self-conscious of my literacy

Occupational Development:

- I can verbally work well with peers in class
- I can only read a book or information out loud in a quiet space with an adult because I get anxious of trying in front of peers.
- I understand school rules and routines that happen when I start year 3.

Individual Development Plan: Kyle Jones

This plan is based on transition from KS1 to KS2, the IDP sets goals for Kyle during term 1 of year 3. Kyle was formally tested for Dyslexia when he turned 7, this plan addresses his needs identified in assessment reports. A focus is on his emotional literacy development and his phonological awareness when reading.

Week	Curriculum for Wales 2022 Skills	What will be done this week?
1	<u>Area of Learning and Experience:</u> Language, Literacy and Communication <u>Four Purpose:</u> Healthy and confident Individuals <u>What matters statement:</u> Expressing ourselves through language is key to communication <u>Progression Step 2:</u> I can explain information and share ideas, opinions and feelings using relevant vocabulary.	Kyle will have a conversation with the class teacher, the TA and his guardians to remind him of what to expect the next 6 weeks of term. This will also act as a 'refresh' conversation. This will reduce Kyle's anxiety towards being in Year 3 and inform him in advance of what is going to happen. This will be done in the form of 5 w's. • Why are we doing this? • What we can help you with • Where it will all take place • Who you will be working with • When the sessions will take place • During this session stakeholders will check that they have the correct Nessy log in for Kyle. This will help monitor the continuum of learning. Introducing Kyle to tools to support his reading is key this week.
2	<u>Area of Learning and Experience:</u> Language, Literacy and Communication <u>Four Purpose:</u> Healthy Confident Individuals	• Kyle will work with peers to verbally share ideas. • He will use reasoning to extend sentences. • Develop oral language skills, this is one of his cognitive strengths. This is intended to highlight an area that he is confident in, boosting self-esteem.

	<u>What Matters Statement:</u> Expressing ourselves through language is key to communication <u>Speaking Progression Step 2:</u> - I can explain information and share ideas, opinions and feelings using relevant vocabulary. <u>Reading Progression Step 1:</u> - I am beginning to blend phonemes together aloud. - I can articulate phonemes when I see the corresponding graphemes.	- Praise will be used to stimulate progression. Kyle will be given a mood chart to express his feelings during the literacy tasks. This will be private to ensure that self-esteem is protected. TA input- - Kyle will be going out for 15-20 minutes each day, to work on consonant digraphs; this is when two consonants are grouped together to make a sound. - Completed using the Orton-Gillingham approach by incorporating multi-sensory practise.
3	<u>Area of Learning and Experience:</u> Language, Literacy and Communication <u>Four Purpose:</u> Ambitious Capable Learners <u>What Matters Statement:</u> Understanding languages is key to understanding the world around us <u>Reading Progression Step 1:</u> - I am beginning to blend phonemes together aloud. - I can articulate phonemes when I see the corresponding graphemes.	- This week literacy in class will focus on experiencing languages and images in a range of forms. - Build on becoming critically aware interpreters of what is heard, read and seen as informed citizens, based on the theme 'climate change'. - Kyle will interact with videos, pictures and written text to develop a strong understanding of climate change. - To support kyle written text will be differentiated, including vocabulary he is confident in and challenging words to develop resilience. The TA will sit next to Kyle to support him. - One to one's with the TA, will be continuing with phonemes and reading a book chosen by Kyle. Mid-term week: Kyle's parents will be contacted for a conversation regarding progression so far and how home learning is going. Kyle will have an input into the discussion.

4	<u>Area of Learning and Experience:</u> Language, Literacy and Communication <u>Four Purpose:</u> Healthy and confident Individuals <u>What Matters Statement:</u> Literature Fires imagination and inspires creativity <u>Reading Progression Step 2:</u> • I can blend phonemes together automatically and silently • I can use grapheme–phoneme correspondences when reading.	• The role of the teacher is to continue to use praise and encourage dyslexia aid tools in the classroom. • This week will focus on consolidating phonological awareness and achieving progression step 2 • The TA will take Kyle out during the 'slot drillio' in the mornings this week, by Friday Kyle should feel more confident in discriminating phonemes, like medial vowels into sounds and then into spoken words.
5	<u>Area of Learning and Experience:</u> Language, Literacy and Communication <u>Four Purpose:</u> Healthy and confident Individuals <u>What Matters Statement:</u> Literature Fires imagination and inspires creativity <u>Reading Progression step 2:</u> I can use a range of strategies to read with increasing fluency.	• Mini test with the TA on Friday • TA will summarise phonological strategies learnt during the term. • Kyle will be challenged to read a section of a book independently with no input to see what words are recognised and what may need more focus. • Kyle will be encouraged to use self-correction when reading by both TA and teacher.

6	<u>Area of Learning and Experience:</u> Language, Literacy and Communication <u>Four Purpose:</u> Healthy and confident Individuals	• This is the last week of term; parents will be contacted; all stakeholders will meet to discuss Kyle's progression. • Next steps and targets by stakeholders will be agreed. • Kyle will practise reading a book this week with the TA and discuss what he has read. • The TA will make final notes on his reading in the progression journal and share with the teacher.
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Summary of Term 1 Plan:

Outcome	Intended Outcomes
1	Kyle can recognise and read words with consonant diagraphs using multi-sensory tools by the end of term 1 in year 3.
2	Kyle participates in one-to-one Phonic reading time with TA once a day for 15 minutes. (During registration or class reading time)
3	Kyle completes 80 minutes of Nessy reading at home over the space of a week for school to home continuum learning. Parents convey back to the teacher of any concerns and progression.
4	Kyle is encouraged to orally communicate ideas and answers in a group or partner work to contribute to peers understanding. This is intended to boost self-esteem.
5	Kyle independently uses dyslexia aid tools in class to support development across areas of learning. For example, a coloured over play, ruler, whiteboard, and 'wow words' help sheet.

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