

Name: Sample IEP - Baxter		Year Level: 3		Class teacher:		Learning Support Teacher:			
IEP Start Date:/...../.....		D.O.B:/...../..... Age: Y: M:				
		Review Date:/...../.....		Signed:		Signed:			
Strengths: Good at Math. Relates well with peers. Enjoys swimming.				Areas to be developed: (Each area should have a corresponding target.) Literacy - fluency when reading; spelling phonetically regular words; handwriting formation.					
Targets		Strategies		Provision		Success Criteria		Achieved	
1. To be able to read additional high frequency words in isolation and in context: 'said', 'what', 'come', 'about', 'they'.		<ul style="list-style-type: none"> Multi-sensory approach only one word at a time, until mastered - wooden letters/ say and do-write in glitter/ on board/ on paving with chalk. Visualise – adult/peer trace word on his back with finger. Reinforce with bouncing a ball as he spells the word. Make games i.e. match key words to sentences. Make books using targeted words. Keep words learned in personalised wordbook in desk. 		<ul style="list-style-type: none"> Teacher's Aide withdraw 5 min daily. Peer to peer checking words. Complete in literacy lessons during independent work. 		<ul style="list-style-type: none"> Read 5/5 on 3 consecutive occasions. Spell and read 4/5. 			
2. To correctly form all the ascending letters in joined script.		<ul style="list-style-type: none"> Verbalise the letter formation as she writes. Proof read and correct formation and position of letters. Peer check and complete personal reward chart 		<ul style="list-style-type: none"> Wipe-clean board, different surfaces/colour pens/textas Lined paper. Motivation chart to colour. 		<ul style="list-style-type: none"> All ascending letters to be correctly positioned and formed 9/10 in a piece of writing. 			
3. To be able to spell phonically regular words containing 'ch'.		<ul style="list-style-type: none"> Read words containing 'ch' - initial and final phoneme. Make a spelling log book with mind maps / highlight 'ch'. Make/play 'ch' games and ICT reinforcement. 		<ul style="list-style-type: none"> Decodable readers. A4 paper for mind maps with 'ch' words and pictures. Personal spelling log. Time and materials available in literacy lessons. 		<ul style="list-style-type: none"> To spell correctly all targeted words learned in spelling log 3 / 4 times. 			

<p>Parent/Carer Involvement: To revise the above high frequency words daily. To read and find targeted words when reading. Speak to doctor about ears and hearing.</p>	<p>Child's View: Wants to read with dad at home.</p>	<p>Additional Information: Have hearing tested.</p>
<p>Evaluation and future action: To add to the high frequency words being learnt with 'sh' words. To repeat writing strategies and target descending letters. To spell 'sh' words. Glasses not needed, hearing still to be checked.</p> <p>Parent's Signature Student's Signature</p>		

SAMPLE