

<b>Name:</b> Sample IEP - Hayley .....		<b>Year Level:</b> 7 <b>D.O.B:</b> ...../...../..... <b>Age:</b> Y: M:		<b>Class teacher:</b> .....		<b>Learning Support Teacher:</b> .....			
<b>IEP Start Date:</b> ...../...../.....		<b>Review Date:</b> ...../...../.....		<b>Signed:</b>		<b>Signed:</b>			
<b>Strengths:</b> Very good at PE and swimming. Good attitude to learning. Popular with teachers and peers.				<b>Areas to be developed:</b> (Each area should have a corresponding target.) High frequency words - read and spell. Phonic skills for reading and spelling. Use of ICT to help independent writing. Comprehension					
Targets		Strategies		Provision		Success Criteria		Achieved	
1. To read and spell the following high frequency words: these; who; could; should; would; they; what; about; from; because.		<ul style="list-style-type: none"> <li>Daily use of 'Star Spell' with personalised word banks.</li> <li>Look, say, cover, write, check with <u>one</u> target word per day at home.</li> <li>2 x weekly in school using multisensory techniques. Make games.</li> </ul>		<ul style="list-style-type: none"> <li>Extraction 2 x weekly.</li> <li>Adult support for 1 session to set up word banks for 1, 2, 3.</li> <li>Shared in class support in English, Geography, History.</li> <li>20 min lunchtime club daily.</li> </ul>		<ul style="list-style-type: none"> <li>10/10 on 3 consecutive occasions.</li> </ul>			
2. To read and spell words containing 'ee' and 'oo' (long and short).		<ul style="list-style-type: none"> <li>Daily use of 'Word Shark' with personalised word banks.</li> <li>Mind maps/diagrams/ highlighters and memory cards</li> <li>Make match and/or memory card games.</li> </ul>		<ul style="list-style-type: none"> <li>Extraction 2 x weekly.</li> <li>Shared in class support in English, Geography, History.</li> <li>20 min lunchtime club daily.</li> </ul>		<ul style="list-style-type: none"> <li>10/10 words correct (chosen randomly) on 3 consecutive occasions.</li> </ul>			
3. To produce pieces of independent writing using 'Word'.		<ul style="list-style-type: none"> <li>Use framework for planning.</li> <li>Step by step feedback.</li> <li>Use 'Word' in conjunction with 'Wordbar' to provide support with spelling and structuring writing.</li> <li>Positive language.</li> </ul>		<ul style="list-style-type: none"> <li>Use computer for independent writing - all subjects.</li> <li>Support from teacher/aide when free.</li> </ul>		<ul style="list-style-type: none"> <li>3 pieces of writing produced independently in class per week.</li> </ul>			
4. Comprehension Skills		<ul style="list-style-type: none"> <li>Listen to audio version of book.</li> <li>Use visualisation- switch play button on in mind.</li> <li>Summarize in mind maps/timelines.</li> </ul>		<ul style="list-style-type: none"> <li>Audio books.</li> <li>Head phones .</li> </ul>		<ul style="list-style-type: none"> <li>7/10 correct answers on 3 occasions.</li> </ul>			

<p><b>Parent/Carer Involvement:</b> Access to computer at home. To reinforce target high frequency words.</p>	<p><b>Student's View:</b> Will try hard to achieve all targets. Excited about trying Wordbar.</p>	<p><b>Additional Information:</b> Wears glasses for reading and writing. Needs assessment update for exam access arrangements.</p>
<p><b>Evaluation and future action:</b></p> <p>Parent's Signature ..... Student's Signature .....</p>		

SAMPLE