

Name: Early Years - Renae		Year Level: kindergarten		Class teacher:		Learning Support Teacher:	
IEP Start Date:/...../.....		D.O.B:/...../..... Age: Y: 4 M: 6		Signed:		Signed:	
Review Date:/...../.....		Strengths: Enjoys crafting/making things.					
		Areas to be developed: (Each area should have a corresponding target.) Literacy, following instructions, communication					
Targets	Strategies	Provision	Success Criteria	Achieved			
1. To be able to recognize her own name when written.	<ul style="list-style-type: none"> Multi-sensory techniques to trace over her name. Play hunting for the name - toy try to find it. Match name card to name on items at school. Find name on register every morning. 	<ul style="list-style-type: none"> Sand/glitter/board markers on classroom window Bring favorite toy. Name/label cards. Adult to support - individually and then in group. 	<ul style="list-style-type: none"> Recognizes her name in written form for one week. 				
2. To be able to follow instructions.	<ul style="list-style-type: none"> Establish eye contact when name said. Give one instruction at a time. Use role play - "I want some lollies from the shop" – repeat and complete instruction. 	<ul style="list-style-type: none"> Adult support and observation when following an instruction. Appropriate stimulus. 	<ul style="list-style-type: none"> To establish eye contact, repeat the request and follow the instruction 4/5 times each day. 				
3. To join in with the class story.	<ul style="list-style-type: none"> Read repetitive stories daily in group time e.g. We're going on a bear hunt/The Gruffalo. Predict story from pictures in a book before the teacher reads it. 	<ul style="list-style-type: none"> A bank of books with clear pictures, repeating predictable text. Adult to model with small book and expect response. 	<ul style="list-style-type: none"> To 'read' from the pictures 4/5. Predict the word if a pause is left. Join in on a group story and be an active listener. 				
Parent/Carer Involvement: Match name to labels at home. Make a book of things known/ photographs - predict.		Child's View: Wants to find name before adult. Likes photographs of pets and toys.			Additional Information: Has joined a new foster care family.		
Evaluation and future action: Will follow one instruction but does not repeat the request. 'Reads' pictures alone to toy, but not with others. Reluctant to make eye contact. Continue targets – use the toy in group work, adult to use toy as a puppet to gain attention, communication.							
Parent's Signature				Student's Signature			