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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A close up of a sign  Description automatically generated | **Supplementary Teaching** | **Class Teacher:** |  | **No. of sessions:** |  | **Group: ** | **Pupil absences** | **Interruptions** |
| **SET:** |  | **Duration:** |  | **Individual: ** |  |  |
| **English** |
| **Strands/Elements** | **Learning Outcomes: Oral Language** | **Learning Outcomes: Reading** | **Learning Outcomes: Writing** |
| [ ]  **Communicating** | [ ]  **1. Engagement, listening and attention**[ ]  **2. Motivation and choice**[ ]  **3. Social conventions/awareness of others** | [ ]  **1.Engagement**[ ]  **2.Motivation and Choice** | [ ]  **1. Engagement**[ ]  **2. Motivation and choice** |
| [ ]  **Understanding**  | [ ]  **4. Sentence structure and grammar**[ ]  **5. Vocabulary**[ ]  **6. Demonstration of Understanding** | [ ]  **3. Conventions of print and sentence structure**[ ]  **4. Phonological and Phonemic awareness**[ ]  **5. Phonics, word recognition and word study**[ ]  **6. Vocabulary**  | [ ]  **3. Conventions of print and sentence structure**[ ]  **4. Spelling and word study**[ ]  **5. Vocabulary** |
| [ ]  **Exploring and Using** | [ ]  **7. Requests, questions and interactions**[ ]  **8. Categorisation**[ ]  **9. Retelling and elaborating**[ ]  **10. Playful and creative use of language**[ ]  **11. Information giving, explanation and justification**[ ]  **12. Description, prediction and reflection** | [ ]  **7. Purpose, genre and voice**[ ]  **8. Response and author’s intent**[ ]  **9. Comprehension**[ ]  **10. Fluency and self-correction** | [ ]  **6. Purpose, genre and voice**[ ]  **7. Writing Process and creating text**[ ]  **8. Response and author’s intent**[ ]  **9. Handwriting and presentation** |

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| **METHODOLOGIES** | **ASSESSMENT**  |
| [ ]  Active learning [ ]  Book discussion groups [ ]  Collaborative/Co-operative learning [ ]  Direct teaching [ ]  Free exploration of materials[ ]  Free writing [ ]  Guided discovery/Enquiry [ ]  Guided reading [ ]  Guided writing [ ]  Improvisational drama [ ]  Independent reading [ ]  Independent writing [ ] Language experience [ ]  Learning through play [ ]  Library usage [ ]  Modelled reading [ ]  Modelled writing [ ]  Modelling language [ ]  Oral familiarization[ ]  Use of concrete materials[ ]  Outdoor maths trails[ ]  Modelling: skills, strategies and language[ ]  Oral approach to mental maths | [ ]  Oral language [ ]  Paired reading/Buddy/Peer reading [ ]  Play and games [ ]  Presentation to audience [ ]  Problem solving [ ]  Process writing [ ]  Reading [ ]  Reading for purpose [ ]  Reading to children [ ]  Shared reading [ ]  Shared writing [ ]  Skills through content [ ]  Story [ ]  Talk and discussion [ ]  Use of ICT [ ]  Use of poetry and rhyme [ ]  Using the environment [ ]  Writing [ ]  Station/Team teaching[ ]  Estimation strategies[ ]  Investigations[ ]  Real-life maths[ ]  Use of calculators  | Concept Mapping[ ]  2D Concept Maps [ ]  3D Concept Maps [ ]  Concept Mapping [ ]  Digital Concept Maps Conferencing[ ]  Conferencing [ ]  Teacher and Parent(s) [ ]  Teacher and Pupil [ ]  Teacher and Teacher [ ]  Teacher, Parent(s) and Pupil Questioning[ ]  Closed Test Questions [ ]  Correcting Responses [ ]  Free-response Questions [ ]  Matching [ ]  Multiple-choice Questions [ ]  Multiple-response Questions [ ]  Open Test Questions [ ]  Pupil Questions [ ]  Questioning [ ]  True/False Questions | Portfolio[ ]  E-Portfolio [ ]  Hard Copy Portfolio [ ]  Hard Copy Portfolio and E-Portfolio combined [ ]  Portfolio Self-assessment[ ]  Checklists [ ]  Know, Want to know, Learned (KWL) [ ]  Ladders [ ]  Plus, Minus and Interesting (PMI) Diagrams [ ]  Rubrics [ ]  Self-assessment [ ]  Talk Partners/Buddies [ ]  Traffic Lights [ ]  Webs  | Teacher Observation[ ]  Anecdotal Observation [ ]  Event Sampling [ ]  Shadow Study [ ]  Target Pupil Observation [ ]  Teacher Observation [ ]  Time Sampling Teacher-designed Tasks and Tests[ ]  Group Assignments [ ]  Individual Assignments [ ]  Oral Tests [ ]  Teacher-designed Tasks and Tests [ ]  Written Tests Standardised Testing[ ]  Drumcondra Primary Reading Test (DPRT-R) [ ]  Drumcondra Primary Spelling Test (DPST)[ ]  Drumcondra Irish[ ]  MICRA-T[ ]  SIGMA-T[ ]  Standardised Tests |

**SET C.M Month**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Class:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Pupil:** \_\_\_\_\_\_\_\_\_\_\_

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| **L.O.:** As per SSP/SS+P? Yes ❒, No❒ |
| **C.M. Focus of new learning:**❒ 1.❒ 2.❒ 3.❒ 4. | **Learning Experiences / Resources**❒❒❒❒❒ | **Reflection /How did the learning go?(did it work? are pupils using it)** |
| **L.O.:** As per SSP/SS+P? Yes ❒, No❒ |
| **C.M. Focus of new learning:**❒ 1.❒ 2.❒ 3.❒ 4. | **Learning Experiences / Resources**❒❒❒❒❒ | **Reflection /How did the learning go?(did it work? are pupils using it)** |
| **L.O.:** As per SSP/SS+P? Yes ❒, No❒ |
| **C.M. Focus of new learning:**❒ 1.❒ 2.❒ 3.❒ 4. | **Learning Experiences / Resources**❒❒❒❒❒ | **Reflection /How did the learning go?(did it work? are pupils using it)** |
| **L.O.:** As per SSP/SS+P? Yes ❒, No❒ |
| **C.M. Focus of new learning:**❒ 1.❒ 2.❒ 3.❒ 4. | **Learning Experiences / Resources**❒❒❒❒❒ | **Reflection /How did the learning go?(did it work? are pupils using it)** |

**SET C.M Month**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Class:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Pupil:** \_\_\_\_\_\_\_\_\_\_\_

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| **L.O.:** As per SSP/SS+P? Yes ❒, No❒ |
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| **L.O.:** As per SSP/SS+P? Yes ❒, No❒ |
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