

TST Person Centred Planning tool (APDR) for X

Stage: **K**

Date of birth: XX/XX/XXXX Gender: X Tutor group: YX Year group: Year X

Teacher: X Start date: XX/XX/XXXX Review date: XX/XX/XXXX Plan number: X

SEN needs:

- Moderate Learning Difficulty (MLD)

Pupil Premium: X Free school meals: X EAL: X First language: X In care: X Ethnic background: X Medical needs: X

Attendance: 100% Gifted & talented: X Armed forces: X



Assess

Areas of strength: good communicator and works well with her peers and adults alike. X is able to ask for help from their peers and staff when they need it. X knows most of the Phase 2 and 3 phonic sounds.

Areas of concern: X is yet to secure all of the phonic sounds up to Phase 5. X finds it difficult to decode words and has difficulty in reading with accuracy and fluency in order to gain meaning from a text. X also struggles with their fine motor skills, resulting in handwriting that is often difficult to read. X is developing her confidence with number and working on counting on and back in 10s.

My primary need

Cognition and Learning

Other areas of need

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Cognition and Learning Reading accuracy	To increase accuracy in reading decoding.	Recognise and read 6 more sounds when tested.	SoundStart Phonics intervention Precision teaching of unknown sounds	
Cognition and Learning Reading fluency	To increase accuracy in reading Fluency.	Increased score in DIBELS assessment.	Use of class fluency texts and strategies Daily reading in class Daily reading at home Reading Buddy	
Cognition and Learning	To increase accuracy in reading comprehension.	Increased comprehension age in Salford reading assessment.	Targeted comprehension activities in class Picture Qs intervention Daily reading and story discussion	
Cognition and Learning Maths - Number	To increase basic Maths skills including counting on and back in 10s	Increased score in Plus 1 when tested.	Daily Maths Mastering Number Daily Flashback 4 recap Power of 2 intervention	
Summary	X finds reading difficult, but works well with staff in order to make progress. X uses the resources in class, works well with a talk partner and asks for help when they need it.			
Parent / Guardian contribution	We will support X in their learning by practising reading with them daily at home, asking questions about what they have read and supporting them in completing their weekly Times Tables .			
Pupil contribution	Collected as part of 'All About Me' work during transition week and discussions with staff.			