Working Together for inclusion

Target Group: Poor readers in S4 class

SCHOOL H

Aims for the group: To improve attainment in Reading through improving confidence and pupil autonomy

Factors to take into account Group characteristics	Effect on ML learning Difficulties	Teaching/learning strategies	Additional support requirements
SA –copes well with support CN – needs reassurance CR –panicked by the unexpected	Have difficulty making decisions and committing themselves on paper, leading to problems with time management	To build pupil's ability to stand back from texts and to analyse for themselves: - which words look similar to English and can be guessed	- strict timing for each question - get them to self-congratulate for every answer they are sure of
JA & SD – lack of self motivation in general, but keep on task JR – needs one-to-one to keep going	Have had experience of not being able to find words in dictionary and think Reading is very difficult. Will NOT go back and check 'guesses.	- which words they already know in French (keeping personal list of useful words) - which words they need to check - what to do if the exact word they have looked up isn't in the dictionary	- break down each task into manageable chunks - go through 'best guess' strategies with pupils
KS. JB, KD, RF, CM, LM, RR – lack self motivation in a group	Feel demotivated by seeing others getting on with tasks they can't start, leading to disruption and needy behaviour (need confirmation of decisions before moving on).	Next steps will include: - transferring acquired skills to a General Reading paper - transferring responsibility for writing in meanings form teacher to pupil transferring strategy devising (if words are not in the dictionary) from teacher to pupil	- build confidence individually - then in small groups - then in whole class
HE – already getting good grades (solid Grade 4) but lacks motivation and self-confidence	Will NOT go back and check 'guesses'.	- eventual transference of acquired skills to a Credit paper (some pupils)	- get pupils to check decisions get pupil to mark answers with own symbols for gaps and for unsafe decisions.