

Case Study 2

Child B

Case history

Provide the reason for choosing this child e.g.:

- *SEN - define*
- *Medical Need - define*
- *Gifted and Talented - define*
- *Looked After Child – define*
- *Refugee status*

Child B has Severe Learning Difficulties (SLD), Social, Behavioural, Emotional and Wellbeing, Speech, Language and Communication Needs, Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD) and Epilepsy.

A happy, sociable child who enjoys school and Thomas the Tank Engine stories.

He struggles to focus on tasks, at times and often repeats questions as he struggles to retain information. He requires frequent reminders to stay on-task.

He learns best through visual supports, songs and music, as well as practical learning tasks.

What is in place for this child in terms of classroom, individual or withdrawal support (if relevant)?

He benefits from one-to-one adult support and modelling before he completes a task.

A quiet workspace to allow him to concentrate.

Using counting resources (concrete resources) for Numeracy.

Daily target box resource

Do any classroom assistants have an allocated role for this child?

No allocated classroom assistant but one classroom assistant supports this child by taking his group for small group teaching during Literacy and Numeracy lessons. Either of the two classroom assistants offer him one-to-one support, at times, during learning tasks, such as WAU, Guided Reading etc., and to help him stay 'on-task'.

Learning ability/ groupings

- **Pre-requisite skills:**
 - *Communication* – less able group, Q Skills assessment framework (Q5), progressing in his ability to blend and segment phonemes, reading books with short sentences (usually with a screen for focused work to reduce 'visual noise'), uses imagination and creativity for writing (requires one-to-one support during writing).
 - *Using Mathematics* - less able group, Q Skills assessment framework (Q5), progressing in his ability to count and add within 10.
 - *Using ICT* – less able, Q Skills assessment framework (Q4)

- *Music* – less able, NI Curriculum skills (FS/ KS1)

- *Art* – less able, NI Curriculum skills (FS/ KS1)

- *Physical Education* – less able, NI Curriculum skills (FS/ KS1), engages well with activities and effectively encourages his peers during activities.

- *Other:*
 - *WAU* – less able, NI Curriculum skills (FS/ KS1), is enthusiastic about learning about new topics
 - *PDMU* – NI Curriculum skills (FS/ KS1), can make contributions to class discussions, actively listening to the ideas of his peers is an area for improvement.

Literacy (Grammar/ Phonics) – group 1 (less able)

Numeracy – group 1/ green group (less able)

'sc' - school closed

'-' = target not addressed today i.e. no evidence

Identified areas for development - *'target box' used to develop Literacy and Numeracy targets*

A - achieved

P/A - partially achieved

AWS - achieved with support

NA - not achieved

Target	Mon	Tues	Wed	Thurs	Fri	Comments
Literacy: To recognise the first 8 High Frequency words.	-	-	-	PIA	-	Progressing in his ability to recognise HF words and independently sound them out.
	-	-	PIA	-	-	
	PIA -	-	PIA	-	-	
	-	-	-	PIA	-	
	PIA SC	-	-	-	PIA	
	-	-	-	PIA	-	
Numeracy: To use addition within 10.	-	-	-	-	PIA	Achieved with concrete resources.
	-	-	-	-	PIA	
	PIA	PIA	-	-	-	
	PIA	-	-	PIA	-	
	PIA SC	PIA	PIA	PIA	-	
	-	PIA	PIA	-	-	
PSED: To accept a decision that is made by an adult that differs from his own.	NIA	PIA	PIA	-	PIA	Still progressing in this area and his ability to manage his emotions.
	-	PIA	PIA	A	NIA	
	PIA	-	-	PIA	-	
	-	-	PIA	NIA	PIA	
	PIA SC	-	-	-	-	
	-	NIA	PIA	-	-	
To independently sound out words when reading.	-	-	PIA	PIA	NIA	Still progressing in this area but is beginning to achieve this target!
	PIA	PIA	PIA	-	-	
	PIA	-	PIA	-	PIA	
	-	-	-	PIA	PIA	
	PIA SC	PIA	-	PIA	PIA	
	PIA	PIA	-	PIA	PIA	
A	-	-	-	-		

Evidence

Target 1

Date/annotation

20/02/25: Although child B struggled to sound out some words when I was reading a book to him, he was able to recognise 'a'. Child B will require more repetition and 'over-learning' of these words and sounds - I could maybe practice them each morning with him.

26/2/25: child B was able to recognise 'cat' and 'and' when reading his reading book.

5/3/25: Child B was able to read high f. words with greater confidence and independence today when reading.

13/3/25: Able to read HF words in reading book with adult support.

21/3/25: required some support to blend and segment

HF words - assessment (Target Box activity).

27/3/25: able to blend and segment some HF words with support (see assessment page).

2/4/25: Able to recognise HF words in reading book with greater independence.

Target 2

Date/annotation

21/2/25: Child B was able to count ^{and add up} the number of coins in his 'piggy bank' (reward system).

28/2/25: With adult support, child B was able to add within 10 using cubes - (see 20q book at back of file).

3/3/25: Child B was able to use Numicon and balancing pans to explore the number bonds within 5.

4/3/25: Child B was able to add 1 ^{on} using the giant 100 square (Numeracy) with substantial support from myself.

10/3/25: able to add coin quantities together up to 5p (see Numeracy worksheet).

13/3/25: Able to match numeral and number name during Numeracy activity.

18/3/25: same as above and able to use cubes to add within 10.

19/3/25: able to add on 1 within 10.

20/3/25: able to add on 2 within 10 (see evidence).

25/3/25: able to use the 'compare bear' to practically add within 10.

26/3/25: able to progress to abstract to add on one and two within 10 (see Numeracy worksheet).

1/4/25: able to use visuals to add within 10

(see worksheet).

Target 3

Date /annotation

- 17/02/25: Child B was quite upset when he was not allowed to use a microphone during a music session and struggled to accept the adult's decision.
- 18/02/25: Child B was quite annoyed when he was not allowed Cheerios before the bus. Although he mentioned a few times about getting coins for the 'Piggy Bank' reward system he accepted that it was the teacher's (my) decision.
- 19/02/25: Child B asked multiple times if he could help the class cross the road during today's library visit. When told that it was the teacher's (my) decision he eventually accepted this.
- 21/2/25: Child B accepted that he was not allowed to go swimming after he had been involved in an incident.
- 25/2/25: Child B accepted that he was not allowed any more milk as he already had multiple cartons.
- 26/2/25: Child B was slightly upset that he was not chosen to do an activity, however he eventually accepted this.
- 27/2/25: Child B accepted that he had to do his reading comprehension first and then he could play with the jigsaw puzzle.
- 28/2/25: Despite being told he could have his crisps later, child B did not listen to this instruction.
- 3/3/25: Child B eventually accepted that I would decide who would help us cross the road during our outing to the cafe.
- 6/3/25: Child B accepted that he had to wait until the afternoon to get milk.
- 12/3/25: Progressing towards waiting more patiently for his turn to help the class cross the road safely during outings.
- 13/3/25: Did not put down stick in the playground when asked multiple times, until another adult intervened.
- 14/3/25: Accepted that he had to wait until lunch to get milk.
- 25/3/25: ~~was~~ continued to play with the ball inside when asked not to.
- 26/3/25: sad when told it was time to come inside after break time but accepted the decision.
- 1/4/25: Accepted that he had to walk sensibly back to class after PE and not run.
- 2/4/25: Spoke in a cheeky tone when asked to stop pushing the bike after his peer fell.

Target 4

3/1/25: Able to sound out (blend and segment) words with the 'ie' sound with increasing independence (see photos).

Target 4

Date/annotation

19/02/25: Child B was able to complete his reading with LSA 1 yet was reminded to focus and required support to sound out words.

20/02/25: child B attempted to sound out 'do' when I encouraged him as I was reading a book to him.

21/2/25: Child B was able to sound out most letters yet struggled to blend these sounds together to form the word. *Next week he will use sound cards and practical activities during phonics time (lots of 'modelling' and one-to-one support will be given) to segment and blend words/sounds.*

24/2/25: child B was able to use his sound cards to help him blend and segment words with the 'b' sound - 'modelled' before to support understanding.

25/2/25: Child B was able to use the sound cards to sound out words, although he required support with longer (4 word) words. he was able to independently segment and blend shorter words - I was so impressed with this (see evidence).

26/2/25: child B was able to sound out some words independently yet required support with the majority of words. However, *I am really impressed with his progress with blending sounds.*

3/3/25: child B was able to use the sound cards to ^(blend) sound out words with the 'b' sound, with support (see literacy worksheet).

5/3/25: child B was able to sound out words with greater independence today when reading.

7/3/25: child B was able to segment and blend words with the 'b' sound but struggled with the longer (4 letter) word in his Friday assessment (see evidence).

13/3/25: Able to sound out words during reading with some adult support.

14/3/25: Able to sound out some words during Friday assessment but required some support from myself. (see evidence).

18/3/25: Able to use sound cards to sound out words with the 'j' sound with greater independence (see evidence).

20/3/25: Required some support to sound out words when reading.

21/3/25: Blending and segmenting words with 'j' sound with greater independence during Friday assessment (+ see evidence).

24/3/25: able to blend and segment words with the 'oa' sound with some support.

25/3/25: able to find objects with the 'oa' sound and write and say these words (blend and segment).

27/3/25: able to blend and segment some HF words with some support (see assessment page).

28/3/25 - really progressing - able to sound out (blend and segment) with some support but with greater independence.

Summary comments

Target 1 - Within his reading and "Target Box" activities, child B is developing his ability to recognise High Frequency words. I knew that child B needed to develop his phonics to recognise HF words, therefore, I focused on developing his blending and segmenting through weekly phonics activities and he has really progressed in this area.

Target 2: Achieved this target with the support of concrete resources. Child B may require some more practice within the concrete before being able to progress to the abstract.

Target 3: Although child B still struggles to accept adult's' decisions, he is progressing in this area. He is learning to better regulate and control his emotions.

Target 4: I am so pleased with child B's progress in this area. Since week 1, child B has made so much progress and is now able to blend and segment words with greater independence - there seemed to be a significant shift in the past few weeks and he does not rely on the adult's support as much. Weekly phonics practice has proven to be effective.

Overall, I am so pleased to see child B's progress, particularly in his phonics. He has taught me the importance of visual, practical learning as well as repetition and persisting with a concept until the child understands it.