

Individual Tuition Plan

Pupil Information

Name: _____

School: _____

Year Group: 6 KS2 Literacy Current level: 3c Target level: 3a/4c

Tutoring Information

Name of Tutor: _____

Time and location of tutoring: At school Tuesdays 3.45 – 4.45 pm

Start date: Tuesday 29th September 2009 Number of sessions: _____

The following targets have been set and agreed by the class teacher/tutor/pupil and parent:

Target	What to teach	Success criteria
Use a range of basic punctuation correctly and consistently	Basic punctuation: full stop, comma, question mark, exclamation mark	The pupil will produce writing that shows consistent use of basic punctuation without teacher direction
Sentence structures and vocabulary are varied to create specific effects	How to develop complex sentences using a wide range of connectives	The pupil will produce writing that demonstrates a variety of sentences that are interesting and engaging to read.
Focus on creative uses of language by incorporating adjectives and adverbs to enhance the quality of writing	A wider range of adjectives and adverbs, including use of synonyms and antonyms	The pupil can choose and deploy appropriate vocabulary to improve the quality of the sentences.

We have discussed this Individual Tuition Plan and agree to the targets set.

Pupil/date: _____

Parent/date: _____

Teacher/date: _____

Tutor/date: _____

Tuition Plan Record

Name: _____ School: _____

Year Group 6 Time of tutoring: 3.45 – 4.45 pm Subject: Literacy No. of sessions: ____

Date	What taught and homework given	Comments
29.9.09 3.45pm	Identifying punctuation Adjectives – interesting sentences Diagraming a sentence – noun, verb and adjective	Own piece of writing V.simplistic Poor spellings
6.10.09 3.40pm	Reviewed sentences 4 noun, verb, adj Played synonym game – 3 minutes Sym sheet – matching similar words Adj into sentences and spelling Bee w/dictionary	Used Thesaurus well to support synonym game Adjective extra 4 homework
13.10.09 3.45pm	Warm up w/connectives. Analysing types Writing sentences using adjectives from a prompt sheet. Some complex sentences Identifying adj. and connectives in a passage. Spelling bee w/dictionary	Connective prompt sheets to take home
20.10.09 Forgotten homework again 3.35 pm	Reading a non-fiction passage and answering questions. Identifying adjectives in passage – much harder w/non-fiction. Level is a challenge – low input level, lot of ‘distractions’. Story plan and start introduction.	Homework not done and not back. Concentration level low. Expressed a dislike of reading.
3.11.09	Previous homeworks returned but not completed. 3 minute warm up. Continuing w/story draft – making connections between 2 sections. Emphasising flow and adjectives. Review nouns-adjectives	Challenge sheet 4 for homework – adj, pronouns, etc.
10.11.09	Introduction/review to pronouns. Identifying words for resolution/ending of story. Writing out end of story. Vocabulary work – adverbs and synonyms Enthusiastic and into writing her story.	Homework done well from last week. Homework (me) – type up story or handwrite beginning section for review.
17.11.09	O to silently read her typed up story and check for errors. Read out loud for me to ‘hear’ flow. Questions about bits that go together. Reviewing punctuation and capitals. Vocab dev. w/main idea and supporting details. Adjective work	Homework – finish adj. work started in class.
24.11.09	2 nd draft editing for story. Some punctuation work on the computer 10 sentences for assessment – can recognise basic caps and punctuation but struggling with connectives and clauses.	

Review of _____ Literacy Tutoring

Duration: _____

Target Areas set out for O were:

Use a range of basic punctuation consistently;

Use varied sentence structure to create specific effects;

Use of creative language – particularly adjectives and adverbs to enhance the quality of the writing.

O has worked hard, over the course of these sessions, to focus on her target areas in order to improve her writing skills. Initially she started the tutoring session with some reservations and apparent reluctance although as she became more involved in her own learning she started to relax and participate more independently. For the last four sessions she was noticeably enthusiastic and full of ideas for her work which resulted in her taking some risks with her writing and independently attempting to incorporate some of the strategies that we had covered.

O has carried out a variety of punctuation exercises and shown a good understanding of most punctuation, particularly direct speech, and when to apply it. However, she does need more practice to reinforce the use of commas for lists and clauses. Whilst O displays a good knowledge and understanding of punctuation during punctuation exercises, it is still not evidenced regularly in her independent writing although this could be improved by re-reading her work carefully before submitting it.

O has carried out considerable work using a range of connectives, including identifying when and how they can be used to produce complex, more interesting sentences. She has a set of connective prompts to help her with her further writing although she needs reminding to refer to them.

We have worked extensively on vocabulary including:

- A wide range of adjectives, particularly those pertaining to physical and emotional characteristics which might be incorporated into fiction and non-fiction writing. O found it more difficult to identify and use adjectives in non-fiction writing than in fictional writing and I believe that this is an area that will need further work.
- An understanding of adverbs and how to use them, especially those expressing feelings and movement
- Synonyms and antonyms. O uses a thesaurus well and will readily opt to use it when she has exhausted her own knowledge of words that match the requirement.

Overall, the vocabulary work has enabled O to build up a wider vocabulary and to incorporate more description into her independent writing. For her continuing vocabulary development I would suggest that she carried on trying to improve and extend her writing using a dictionary when she needs it to identify the meaning of a word and a thesaurus to encourage her to choose alternative, new, exciting words.

O enjoys literacy, mainly fiction work, and she has plenty of verbal ideas for creative writing. However, her crafting and development of these ideas on paper still needs support in order to help O produce good quality, creative writing that follows a chronological order.

O has shown a marked improvement in all areas that we have covered and I'm sure that, with encouragement and reminders, her writing will continue to develop as she incorporates more consistent punctuation, complex sentences, a wider vocabulary and stronger editing skills.

I wish O continued success as she progresses through Year 6 and beyond.

27 November 2009

cc. Headteacher, Classteacher, Parents