

This is an 'Illuminate' report for a pupil who came to us in September 07. She had been reported missing from school in the previous April by her local authority when she was put on the Missing from School Register, but she was probably missing before this date. She joined us in the middle of September having arrived in Blackpool so there was at least a 6 month gap. This is an example of the feedback we give other schools when we return their pupils after they have spent a few weeks with us.



## Short Term Integration for Non- Routine Admissions

**Illuminate**

Report on Pupil C

### Literacy

#### Reading

Pupil C can read and write all of the initial sounds. She sometimes reverses b and d. She knows the names of most letters but struggled with U. She has completed Phonic Cracker Book3. She is able to blend sounds for one syllable words with a short vowel. However, she doesn't always do this and often needs prompting. C has learnt to read, by over reliance on the picture cues. She sometimes doesn't even use the initial sound. To help her focus on the letters, we have found it helps to cover the pictures. C's reading is better when she points to each word and this helps her concentrate and keep her place on the page. She needs to develop strategies to decode words with two or more syllables. Unfortunately C does not do much reading at home so she is unable to consolidate the work, she does in school. She has begun working on medial long vowels e.g. ai, a-e, ee,ea. C was reading at Oxford Reading Tree Stage 6. Her last book was Land of the Dinosaurs.

C cannot recall events from her reading consistently; she usually has to refer back to the book to recall simple detail. She can read 154 of the 200+ common words.

#### Spelling

C can write down all the initial letters but can still confuse b and d. She can spell all of the 45 NLS Reception high frequency words and 145 Of the 350 high frequency words.

C has practised joining up letters in her handwriting book. However, she still prints when completing writing activities. She can write neatly and ascenders and descenders are usually correct. She has difficulty with capital letters and needs more practice forming these correctly. Sometimes she will put capital letters inside words.

#### Writing

C uses phrases and simple sentences in her writing. She can sequence events and ideas in her writing. CVC words are spelt correctly as well as some of the high frequency words. She doesn't always segment the sounds in words and apply them to her spelling, so phonetic attempts at unknown words are not plausible. This makes it difficult to read all of C's writing without mediation. C sometimes uses full stops but they not used consistently. She needs prompting to remember to use a capital letter to begin a sentence. She is beginning to use time connectives to vary sentences. C's writing level is borderline 1a/2c.

#### Numeracy

C is able to count, read and order verbally numbers up to 100 confidently. She can read and order numbers up to a 1000 but needs more practice. She can write numbers up to a 100. She has an understanding of place value and knows what each digit represents in a two figure number. She needs to consolidate her understanding of place value up to 1000. C can find 1 more or 1 less and 10 more or 10 less when working with 2 digit numbers. She can identify odd and even numbers. She finds it hard to add two digit numbers together and relies on apparatus. Her mental facility with number is poor and she finds it hard to retain mental facts. C can count in 2s to 20. She can recall the 10 times tables and she knows her 5 times tables. She understands multiplication, as lots of or groups. She can halve and double small numbers. C finds problem solving very difficult. C is working at Level 2 for some aspects of Numeracy and below in other aspects.

#### Science

C has been able to recognise and name the external parts of the human body and plants. She can recognise and identify a range of common animals. C planted a seed. She knows that plants grow and need food, light and water to survive. She needs to recognise the importance of light. She has investigated mini-beasts and their habitats. She knows that animals are found in different places.

C is very enthusiastic about the practical aspects of scientific investigation. She can make simple observations and talk about what has happened in an

investigation. She has investigated how bulbs and buzzers work in different electrical circuits. She has made observations when adding a second bulb or a second battery to a circuit. She has made a simple switch and used it to investigate insulators and conductors. She needs to extend her scientific vocabulary. She can identify some common materials and with help has recognised some of their properties. C has been able to name some light sources. She can name objects powered by electricity or batteries. She realises the danger posed by electricity and recognises unsafe situations in the home. She can identify when a simple investigation is fair or unfair.

She can make simple predictions. She knows that gravity is a force which pulls things towards the earth. She has made shadows but does not understand how they are made.

## ICT

### Finding things out

C knows that computers have many uses e.g. e-mailing, obtaining information, and talking to other people.

### Exchanging and sharing information

Using Textease, she has been able to enter words from a keyboard onto the screen. She has been able to change the font, size and colour of her words by highlighting individual words. She can use Caps Lock to find upper case letters. She uses the delete key to edit text. She now needs to make use of the arrow keys. She couldn't move text up or down the page. C has been able to open, save and print her work Using Textease. C has been able to draw and colour in her work using different paint tools. She has been able to rub out her work. C has been able to combine drawings and words.

### Exchanging and sharing information

C has been able to complete a branching database.

## SEAL

C worked on the theme New Beginnings. She joined in any discussions and offered her thoughts willingly. Her ideas were relevant once she understood the concepts involved. She was able to create a drawing of her perfect world.

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C attended 62 out of 62 of sessions. She always attended in uniform. She is a gentle, kind girl who makes friends easily. She has a sense of humour.

C lacks concentration and needs reminding to remain on task. She is very helpful and her enthusiasm to help adults or other pupils can stop her from doing her work. C always works much better when she is on her own with an adult.

C always behaved appropriately around school and in the playground. She was confident but courteous with adults. She finds it difficult to retain or recover previous learning. Some days she appeared more engaged than others. When she hasn't had enough sleep her concentration and cognitive functioning deteriorates, considerably.

Names of 2 staff ..

16.11.07