

Overall plan at the start of team teaching to have the teachers informed and the purpose of support identified. We do this once at the start of the 6 weeks and use the templates to record as we go.

Team Teaching Support Plan

Class Group: what class?

Teaching: What type of team teaching? Co-Teaching/ Station Teaching

Teachers: which teachers?

Dates: length of intervention

Profile of Class: general overview of class e.g. there are 28 in the class. There is one child diagnosed with Autism and two children with a diagnosis of DCD. Teacher observation and results of tests has informed us that oral language is an area of difficulty in the class. There are two children who have English as an Additional Language and three children we believe may have a dyslexic type difficulty. There are three children on classroom support plans in this class (one for a behaviour difficulty and two for literacy differentiation).


Breakdown of Lessons what we will do?

<p>Strand, Strand Unit (what's our focus for this intervention?)</p> <ul style="list-style-type: none"> ● Oral Language/ Listening Comprehension ● Writing- Comprehension and genres ● Phonics/ Grammar <p>Topics: What topics will we cover?</p> <ul style="list-style-type: none"> ● Phonics/ Phonemic awareness activities/ Grammar ● Writing- Genres of writing and comprehension strategies ● Oral Language/ Listening Comprehension- differentiated to the ability of the group 	<p>Resources:</p> <ul style="list-style-type: none"> ● Oral language games and activities ● Phonics games and activities ● Jolly phonics ● Phonemic awareness activities ● Sight vocabulary flashcards, plastic letters and whiteboard ● Mind Maps- to plan writing ● Comprehension strategies 	<p>Elements of Lessons: what will the groupings be, will children move or teachers if station teaching etc.</p> <p>Three teacher led stations</p> <ul style="list-style-type: none"> ● Oral Language/ Listening Comprehension ● Writing- Comprehension and genres ● Phonics/ Grammar <p>Groups:</p> <p>See attached groups listing and seating plan</p>
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<p>Assessment</p> <ul style="list-style-type: none"> ● Teacher observation ● Teacher designed tasks and tests 	<p>Integration: Gaeilge SESE</p> <p>Organisation:</p> <ul style="list-style-type: none"> ● Equipment to be ready at start of the lesson. ● Teachers to plan their own stations and to attach planning to this plan at the end of the intervention period of 10 weeks 	
<p>Objectives Why are we doing this? The children will:</p> <ul style="list-style-type: none"> ● Work together in groups at their level of ability to complete tasks in writing, phonics and oral language ● Be able to structure writing better using word webs ● Become better at following instructions and have improved listening skills following structured intervention 	<p>Differentiation</p> <ul style="list-style-type: none"> ● Each group will work at their assessed levels- based on standardised test results and teacher observation ● Teacher support for MB, AC, KW, AT, RD and CS- give them extra support at the stations and differentiate work- put in targets from SSP's here. <p>Other general differentiation tactics include:</p> <ul style="list-style-type: none"> ● Teacher questioning ● Task difficulty ● Peer Support 	
<p>Teacher Evaluation of Intervention (to be completed at the end):</p>		

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