

Reception Part 1 Record Sheet: Individual Sessions

Child's name: Cl

Date: 24 / 11 / 20

	Activity	Comments
Vocabulary revision (5 minutes)	<p><u>Target words for this session:</u></p> <p>Words child should know:</p> <p>wrist ankle shake fingers thumbs throw catch</p> <p>Words with which child has difficulty or missed due to absence from group session:</p> <p>Shake ing shook caught</p> <p>*redid wrist and ankle</p> <p>Extension to advanced uses of words?</p> <p>Words to follow up in next session:</p> <p>Wrist + ankle</p>	<p>Needed to reinforce wrist / ankle so concentrated on these vocab rather than past tense of other vocab</p>
Narrative task (5 minutes)	<p>Three-sequence story <input checked="" type="checkbox"/> Four-sequence story <input type="checkbox"/></p> <p>Person eating and washing up</p> <p>Personal event <input type="checkbox"/></p> <p>Part 1 initial telling <input checked="" type="checkbox"/> Part 2 improving story <input type="checkbox"/></p> <p>Comments (notes about child's initial telling of story):</p> <p>Good story opener.</p> <p>Sequence followed pictures.</p> <p>(Tick box to indicate which part of the narrative task you are doing in this session)</p> <p>Skills to be targeted:</p> <p>Identify character - who is it?</p> <p>Link to Gingerbread man characters</p>	
General comments		
Time for session 10-15 minutes <input checked="" type="checkbox"/> under 10 minutes <input type="checkbox"/> more than 15 minutes <input type="checkbox"/>		

Cl's story

Once upon a time there was a girl making the food for her and the friends, the friends came round for the eat and the girl eat too the food. Now washing, the girl is washing the plate, the thing you eat and washing the other (thinking) plate.

Second attempt to retell Ted

Once upon a time making food for the friends and her and the friend are (?) eat and the girl eat too and the girl wash the plate, the plate dirty.

Reception Part 1 Record Sheet: Individual Sessions

Child's name: Cl

Date: 26 / 11 / 20

	Activity	Comments
Vocabulary revision (5 minutes)	<p><u>Target words for this session:</u> toes/feet</p> <p>Words child should know: Toes feet fast slow</p> <p>Words with which child has difficulty or missed due to absence from group session: wrist and ankle</p> <p>Extension to advanced uses of words? foot/feet</p> <p>Words to follow up in next session: toes/feet</p>	clarify cl knows difference between feet and toes
Narrative task (5 minutes) (Tick box to indicate which part of the narrative task you are doing in this session)	<p>Three-sequence story <input type="checkbox"/> Four-sequence story <input type="checkbox"/></p> <p>Personal event <input type="checkbox"/></p> <p>Part 1 initial telling <input type="checkbox"/> Part 2 improving story <input checked="" type="checkbox"/></p> <p>Comments (notes about child's initial telling of story): Story opener used. Some description.</p> <p>Skills to be targeted: Character pronouns</p>	
General comments	Need to revisit pronouns	
Time for session 10–15 minutes <input checked="" type="checkbox"/> under 10 minutes <input type="checkbox"/> more than 15 minutes <input type="checkbox"/>		

Cl's story

Once upon a time the girl making some food but it's a little because the Mum not here and the Daddy not here and the sister not here, the food is so tasty, the girl can eat now. The girl eating and washing the plate.