

Reception Part 1 Record Sheet: Individual Sessions

Child's name: R-M

Date: 24 / 11 / 20

	Activity	Comments
Vocabulary revision (5 minutes)	<p>Target words for this session:</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>understanding of throw/catch</p> <p>Extension to advanced uses of words?</p> <p>Words to follow up in next session:</p> <p>Recap throw/catch</p> <p>Some confusion</p>	
Narrative task (5 minutes)	<p>Three-sequence story <input checked="" type="checkbox"/> Four-sequence story <input type="checkbox"/></p> <p>Ted painting</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>Who is the story about?</p> <p>Confusion about cleaning/paint</p> <p>No clear sequence</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>Pronouns – assess use of 'she' 'he' 'him'</p> <p>Identify character</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"/>		

R-M's story

? In the wall not playing not ? He's clean right now with bucket and he's got paint out and that stop cleaning and not ? and not playing at all.

2<sup>nd</sup> attempt retell to Ted  
He's cleaning and callum the wall and he's stopped cleaning, that Mummy that Daddy (points to pictures)

## Reception Part 1 Record Sheet: Individual Sessions

Child's name: R-M

Date: 26 / 11 / 20

	Activity	Comments
<b>Vocabulary revision</b> (5 minutes)	<p><u>Target words for this session:</u> Throw catch Words child should know: Toes feet fast slow</p> <p>Words with which child has difficulty or missed due to absence from group session: Throw catch</p> <p>Extension to advanced uses of words?</p> <p>Words to follow up in next session: Recap session 4 vocab plus throw and catch</p>	
<b>Narrative task</b> (5 minutes)          (Tick box to indicate which part of the narrative task you are doing in this session)	<p>Three-sequence story <input checked="" type="checkbox"/> Four-sequence story <input type="checkbox"/> Recap session 4 vocab plus throw and catch Personal event <input type="checkbox"/></p> <p>Part 1 initial telling <input type="checkbox"/> Part 2 improving story <input checked="" type="checkbox"/></p> <p><b>Comments (notes about child's initial telling of story):</b> Confusion initially about cleaning/painting Some speech unclear Consistent with 'he'</p> <p><b>Skills to be targeted:</b> Character Sequence of story</p>	
<b>General comments</b>	Use a picture sequence with a familiar activity, eg, mum laying table	
<b>Time for session</b> 10–15 minutes <input checked="" type="checkbox"/> under 10 minutes <input type="checkbox"/> more than 15 minutes <input type="checkbox"/>		

### R-M's story

Cleaning ? He stopped cleaning sad. He just painting and it's not paint ? Yet.  
E's just start painting and he's just ?? and he's finished off.