

# VZDĚLÁVÁNÍ ŽÁKŮ S OMJ

HIGHGATE JUNIOR SCHOOL

HAMPSTEAD, LONDON

MGR. MIRIAM HEJZLAROVÁ



EVROPSKÁ UNIE  
Evropské strukturální a investiční fondy  
OP Praha – pól růstu ČR



26. – 29. 1. 2020

# PORTFOLIO

## Puss in Boots

Early Years Foundation Stage  
Progress Summary JULY 2017

Name: ARIELLA RHODES

Date: 8<sup>th</sup> November 2018

Age: 39 (in months)

KEY: B- Just beginning to work within this band W-Working within the age band, S- Secure in this age band

### A child learning

- Playing and exploring**  
Finding out and exploring. Playing with what they know.  
(Being willing to 'have a go')
- Active learning**  
Being involved and concentrating (at self-led and adult led activities).  
Keeping on trying. Enjoying achieving what they set out to do.
- Creating and thinking critically**  
Having their own ideas. Making links. Choosing ways to do things.

Ariella love spending time outside. She is very active girl and spends much of the nursery day, running, climbing and scooting in the garden.  
Ariella likes exploring nature and absolutely loves the forest school.  
Ariella eats well and she enjoys the nursery lunches with her friends.  
One of the Ariella's favourite activities is painting, sticking and using glitter. She has also started to play in construction area, building high vertical towers.  
Ariella moves from activity to activity, keen to try everything on offer. She is constantly engaged and highly motivated and loves learning new things!

### Personal, Social and Emotional Development

**Self-confidence and self-awareness; Making relationships; Managing feelings and behaviour (rudeness and boundaries)**

Ariella always comes to the nursery with smile. She happily separates from her mummy and follows all nursery rules and boundaries. Ariella is confident and happy in the nursery environment. She quickly bonded with her staff person and other nursery staff. She shows friendly behaviour towards all children.  
Ariella is happy to explore and try different activities. She loves playing alongside other children. She is now beginning to follow her friends and plans of others. Ariella likes talking about her family and home. She is able to describe an activity she would like to be involved in independently and she is showing high level of wellbeing by her great excitement to explore and share her ideas.  
Ariella has shown her strong empathy e.g. She tried to help her crying friend by giving him and asking what is wrong. Then she ran to me to get help for that friend.  
"Well done Ariella!"

Self-confidence and self-awareness

0-11	8-20	16-26	22-36	W30-50	40-60+
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Making relationships

0-11	8-20	16-26	22-36	S30-50	40-60+
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Managing feelings and behaviour

0-11	8-20	16-26	22-36	S30-50	40-60+
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### Communication and Language

**Listening and attention; Understanding; Speaking**

Ariella is able to follow instructions and concentrate on activity in bigger group of children with support of a teacher. She loves looking at books in small groups and even though it sometimes appears as if she is not listening, she will stay till the end of the story and later be able to recall the story line.  
Ariella loves to talk; to other children, adults or to herself during her play (commenting and describing what she is doing). She has a wide vocabulary for her age.

Listening and attention

0-11	8-20	16-26	22-36	W30-50	40-60+
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Understanding

0-11	8-20	16-26	22-36	S30-50	40-60+
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Speaking

0-11	8-20	16-26	22-36	W30-50	40-60+
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### Physical Development

**Moving and handling; Health and self-care**

Ariella moves freely and with pleasure around the room negotiating space successfully, adjusting speed or directions to avoid obstacles. She is able to use the climbing frame independently and happily takes part in all physical activities offered at the nursery.  
Ariella loves dancing and the morning exercising before the carpet time.  
Ariella enjoys nursery cooking and play-dough making using one handed equipment e.g. child friendly knives during the snack preparations.  
Ariella is fully independent while toileting or dressing up

Moving and handling

0-11	8-20	16-26	22-36	W30-50	40-60+
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Health and self-care

0-11	8-20	16-26	22-36	S30-50	40-60+
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- KAŽDÉ DÍTĚ PŘICHÁZÍ S PODROBNÝM PORFETOLIEM Z PŘEDŠKOLNÍHO VZDĚLÁVÁNÍ
- JE V NĚM PODROBNĚ POPSANÁ DOSAŽENÁ ÚROVEŇ DÍTĚTE VE SLEDOVANÝCH OBLASTECH
- VYUČUJÍCÍ PAK VIDÍ, NA JAKÉ ÚROVNI SE DÍTĚ S OMJ NACHÁZÍ A NA CO MOHOU NAVÁZAT



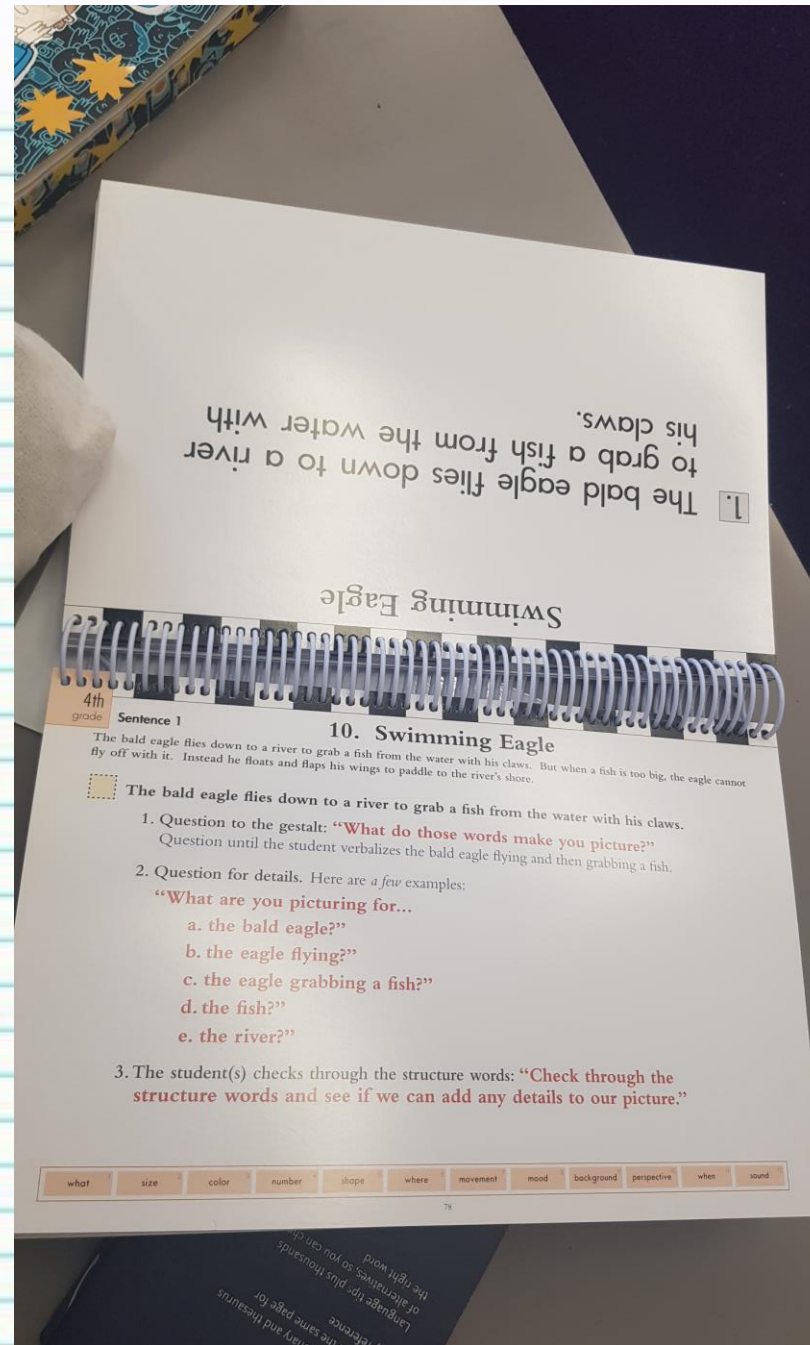
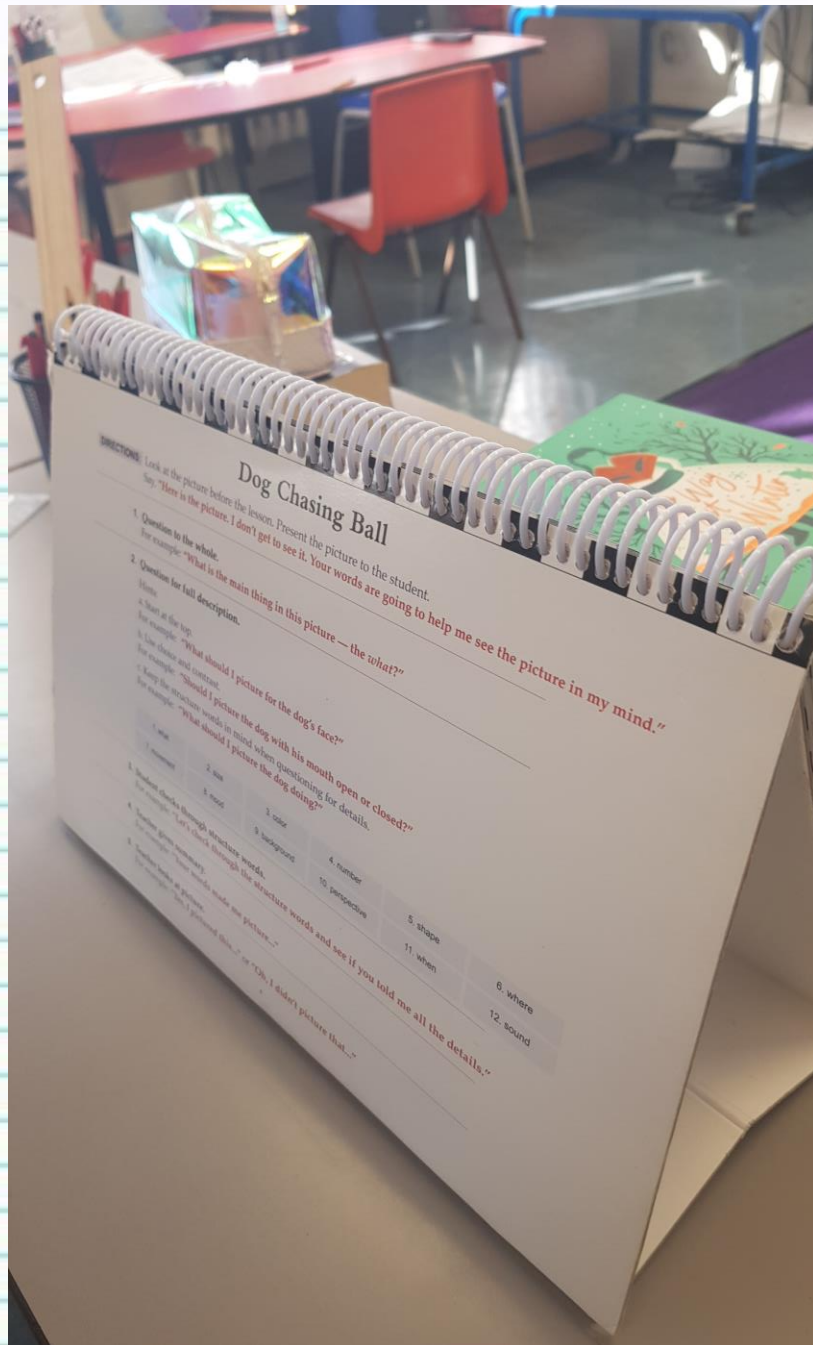
# 1,000 word level reading checklist



	Can read		Can read		Can read		Can read		Can read		Can read		Can read
the		do		go		give		just		both		point	
be		but		about		over		because		between		form	
of		from		than		think		good		need		off	
and		or		into		most		each		mean		child	
a		which		could		even		those		call		few	
to		one		state		find		feel		develop		small	
in		would		only		day		seem		under		since	
he		all		new		also		how		last		against	
have		will		year		after		high		right		ask	
it		there		some		way		too		move		late	
that		say		take		many		place		thing		home	
for		who		come		must		little		general		interest	
they		make		these		look		world		school		large	
I		when		know		before		very		never		person	
with		can		see		great		still		same		end	
as		more		use		back		nation		another		open	
not		if		get		through		hand		begin		public	
on		no		like		long		old		while		follow	
she		man		then		where		life		number		during	
at		out		first		much		tell		part		present	
by		other		any		should		write		turn		without	
this		so		work		well		become		real		again	
we		what		now		people		here		leave		hold	
you		time		may		down		show		might		govern	
		up		such		own		house		want		around	

## DIAGNOSTIKA

- ŽÁCI S **OMJ** JSOU PO NÁSTUPU DO ŠKOLY DIAGNOSTIKOVÁNÍ POMOCÍ TESTU „1000 SLOV“
- NÁSLEDNĚ JE POPSANÁ JEJICH ÚROVEŇ VE 4 VZDĚLÁVACÍCH OBLASTECH



UČITEL  
PRACUJE  
S MATERIÁLY  
URČENÝMI PRO  
DĚTI S OMJ





UČITEL  
PRACUJE  
S MATERIÁLY  
URČENÝMI PRO  
DĚTI S OMJ





VYHRAZENÝ PROSTOR  
PRO PRÁCI UČITELE  
S ŽÁKY S OMJ



# VZDĚLÁVÁNÍ ŽÁKŮ S OMJ

- INDIVIDUÁLNÍ DIAGNOSTIKA ŽÁKA S OMJ
- ŽÁK SE ROZVÍJÍ A PRACUJE NA SVÉ AKTUÁLNĚ DOSAŽENÉ ÚROVNI
- ŽÁK A JEHO UČITEL PRACUJÍ S MATERIÁLY URČENÝMI PRO ŽÁKY S OMJ
- UČITEL SI ODVÁDÍ ŽÁKA S OMJ DO PROSTORU, KTERÝ JE UZPŮSOBEN TOMUTU ÚČELU

# DĚKUJI VÁM ZA POZORNOST



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