



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

Work plan as a tool for inclusion

Section of the module /E

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Principles and theoretical foundations

- Advancing all pupils in reading.
- Improving the writing gesture and developing the writing of texts.

➤ Findings.

- A primary school with 3 cycle 2 classes (1st to 3rd grades) – level CE1/CE2 (2nd and 3rd grades), divided into a CE1, a CE2 and CE1 / CE2 and a ULIS inclusion program for disabled children.
- One-third of pupils with low scores on CE1 assessments.
- But also, a quarter of them with very good results above expectations.
- A willingness of the pedagogical team to include all ULIS pupils on times in the week.
- A ULIS program that is sometimes difficult to manage because of the pupils' problems and a welcoming of pupils arriving during the school year that is made difficult by the class sizes.




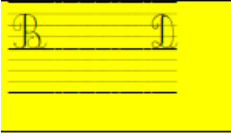




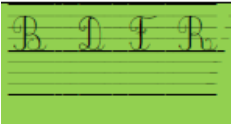



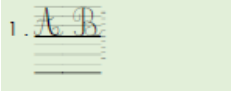
➤ A reflection by the team on how to organize unit classes within the school, based on the observation of the Italian school in Montechiarugolo.

- The choice made is to have 3 heterogeneous CE1/CE2 classes at the beginning of the school year, if possible with an AVS (Auxiliaire de Vie Scolaire, i.e. school life auxiliary) and a civic service that divides his/her time between the 3 classes in order to share the available human resources.
- It is decided to have a timetable common to the 3 classes each morning to facilitate inclusion.
- Every morning is divided into 3 time slots, the first of which is organized into a work plan in order to work on reading and writing; this is the subject matter of this sheet.

Presentation of the methodology

- Every morning when arriving all ULIS pupils are in their reference class; then begins a session of one hour common to the 3 classes of CE1 / CE2 that was prepared in cycle council, with the ULIS teacher who prepares the adaptations and in particular the “walker” level on the work plan.
- Pupils have different texts to read, depending on the level achieved, in order to work on reading fluency; they are timed every morning, if possible by the teacher or another adult (AVS or Civic Service). From period 3, they will be able to time one another in groups of 2 (the timekeeper being also corrector).
- Every morning, a spelling dictation on words or phrases (once a week) on the sound studied the week before. (3 different dictations depending again on the level). This work is conducted by the teacher, exceptionally taken over by an AVS when necessary.
- In addition to these activities, pupils work independently on: (example of work plan)

Plan de travail 1 – CE1/CE2 – 2017 - 2018 du lundi 10/09/2018 au jeudi 13/09/2018

1 . Ecriture		4 . Jogging d'écriture		7 . Copie et dessine		10 . Orthographe
		Dessine 5 choses que la maîtresse t'a distribuées à la rentrée.		Je suis un animal moustachu. J'aime le fromage, j'ai peur des chats. 		Exercices de la fiche son (a)
2 . Ecriture		5. Jogging d'écriture		8 . Copie et dessine		11. Orthographe
		Ecris 5 choses que la maîtresse t'a distribuées à la rentrée.		Je suis un petit animal au nez pointu et moustachu. J'adore le fromage et j'ai peur du chat.		Exercices de la fiche son (a)
3 . Ecriture		6. Jogging d'écriture		9 . Copie et dessine		12 . Orthographe
1 . A B  Alice a invité des amis. Arnaud est allé en vacances sur un paquebot. Bruno a préparé un gâteau à la banane et aux ananas. Boris aime bien les boissons avec des bulles, les biscuits et les bonbons.		Ecris 5 choses que la maîtresse t'a distribuées à la rentrée. Ecris une 6 ^{ème} chose au pluriel.		La maison de Céline. Le toit est rouge et la porte est bleue. Il y a des rideaux jaunes à une fenêtre. Il y a de jolies fleurs devant la maison. A droite, il y a un arbre. Un nuage gris passe au-dessus de l'arbre. Deux oiseaux volent. De la cheminée sort une épaisse fumée noire.		Exercices de la fiche son (a)

Each pupil does the work corresponding to his/her level group: walker, bike or car.

Evaluation criteria:

All pupils made progress in reading speed and decryption.

The fact that this time is ritualized allows pupils to be quickly autonomous.

This inclusion time allows ULIS pupils to get to work faster in a peaceful setting.

If the inclusion time for ULIS pupils could be increased, times with their teacher are essential to introduce or resume learning. It is also a space where they can express their difficulties, which was very well identified by the pupils themselves.