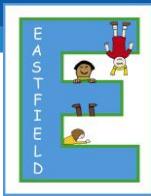


Programme of Interventions





At Eastfield primary, we have high expectations for all children and want them to reach their full potential. We recognise that at times some children may need some additional support to do this.

Intervention programmes are generally introduced for an individual or a group of children when it becomes evident that they will need more help to access the curriculum, be ready to learn or to catch up to their peers.

Interventions at Eastfield:

Social, emotional and mental health:

Cool Kids Programme

Lego-based Therapy

Zones of Regulation

Sitting Still Like a Frog

Physical health and wellbeing:

Balance Ability

Speech, language and communication:

Speech and language

English as an additional language

Talking partners

Cognition and learning:

Precision Teaching

Lexia

Phonics

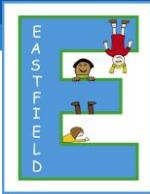
'I can see' Writing Intervention

1st Class @Number

1st Class @Writing

Reception Literacy Programme





Cool Kids Programme

Cool Kids is delivered as a group intervention, following a programme developed by Occupational Therapy. Cool Kids is devised principally as an opportunity for children with poor motor ability to develop basic skills; it is also proven to support children to self-regulate their behaviour. The programme helps children work towards being **Calm**, **Confident** and able to **Concentrate**. The intervention follows the set of **Building Blocks of Developmental Co-ordination (shown below)**. The principles discussed below support the development of areas within the building blocks.

At Eastfield, we recognise that children have different motor and sensory needs and some struggle to maintain concentration levels. This intervention supports the development of these areas.

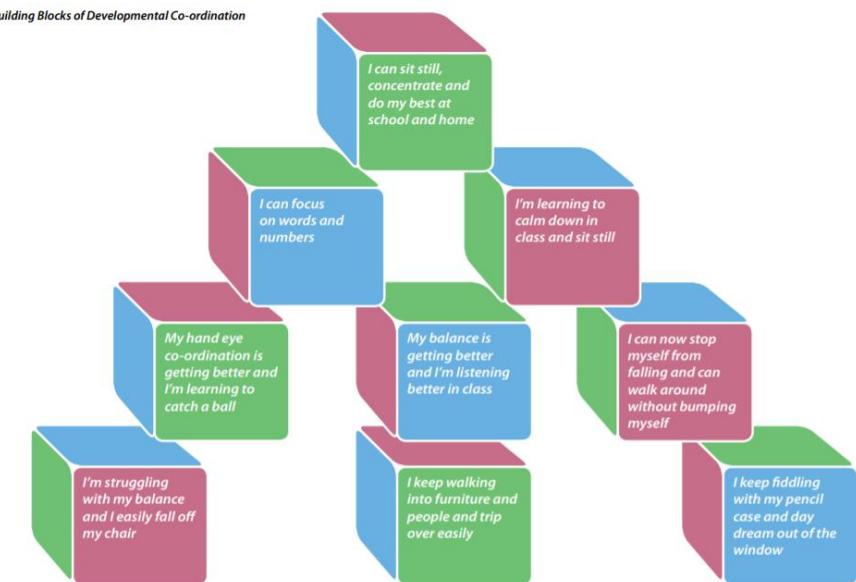
Principles to developing areas within the Building Blocks:

Fluid Movement

The definition of **Fluid Movements** refers to "flows," allowing smooth transition from one to the next, and in order to aid these transitions, a degree of co-ordination and concentration is required.

Modulating Arousal Levels

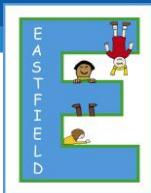
Everyone adjusts their arousal levels to meet the demands of the environment. We need to have this ability in order to concentrate and pay attention. If children struggle to adjust, this could affect their motivation to perform certain activities or be in certain environments. Children able to adjust their arousal levels have the ability of self-control. Typical examples of modulating arousal levels are - **low** (they feel numb), **medium** (just right for learning), or **high** (too hyper to pay attention). They will need to use coping strategies to adjust their energy levels. Adults will have an indication of what strategies work best for our children. The Cool Kids programme works in a way that children can experience all levels of energy arousal but then understand and develop strategies in order to modulate them. For our children, this would link to supporting with distressed or high energy behaviours.



Body Awareness

Identifying where a space is in relation to where a child is standing is essential for the development of smooth, organised gross and fine motor control. Identification of where one is standing is made up of information from joints, muscles (proprioception) and skin (tactile) letting children know which limbs are where and how much space needs to be occupied. The brain interprets the proprioceptive information (regular repetitive muscle use through organised activity) developing a natural sense of space. Playing simple games of tag, *on the pond in the bank, stuck in the mud* increases this awareness. For our children, when we play simple games like this it, helps to develop their





body awareness. Play, in itself, is a form of therapy and aids children in understanding their peers' behaviours and to develop their own social skills.

Bilateral and Sequencing

Rhythmic and sequencing movements and actions, such as skipping, hopping and catching a ball, all require timing, which allows two sides of the body to work together symmetrically and/or reciprocally. For our children, this is about encouraging them to complete all of the above and ensure movements are smooth and fluid. It is imperative that children learn motor skills, in order to build the self - confidence to take part in games with their peers in the playground. Self - confidence comes from a child knowing what they can do and then being motivated to try something more difficult.

Impact on Learning

Cool Kids supports the development of gross motor skills through activities such as, jumping and travelling. This leads to the development of fine motor skills and the ability to control smaller movements. Increased co-ordination levels help with pencil grip and handwriting. Further impact would be an increased ability to stay calm and concentrate in the classroom.

Lego-based Therapy

Lego - based therapy aims to develop social competence through the development of social skills. Such opportunity for collaborative play provides several opportunities for our children to practise these skills, such as turn taking, listening, sharing ideas, communication, compromise, problem solving and shared attention. Children are motivated to participate in the group because they are building something together. This intervention consists of a 45-minute session with 3 children who each have a role that they are expected to fulfil. Individual roles are either the **Engineer**, **Builder** or **Supplier**, with the member of staff being the **Facilitator**. Together, the roles follow a pictorial set of instructions to build a model.

Initial Assessments

At the start of this intervention, the **Facilitator** completes an initial assessment, which will evaluate each child's **Adaptive Functioning** Level (language, social communication, fine and gross motor skills, self-help skills), and **Social Development** (friendships, peer preferences and preferred play activities). The assessment also includes structured observation of building skills and behaviour through a set build and then a freestyle build looking at how each child responds to building a small Lego set with visual/nonvisual instructions to follow.

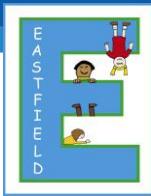
Session Evaluations

Weekly session evaluations are completed during the Lego - based therapy intervention. This allows the **Facilitator** to observe and evaluate each child and how they have worked during the session. The evaluation looks at positive and negative interactions of each child, through a scoring system. This allows the facilitator to score their interactions out of five and then identify an appropriate target for each child, as well as make any other session notes.

Impact on Learning

Children will use their skills of **Adaptive Functioning** (language, social communication, fine and gross motor skills and self-help skills) and respond appropriately to tasks set in class. The intervention provides opportunities for children





to develop their joint problem solving, shared creativity and verbal and non-verbal communication skills. These skills are all key to displaying readiness to learn and respect for all.

Zones of Regulation

The 'Zones of Regulation' emotional literacy programme is a series of lessons and activities designed by Leah Kuypers, Occupational Therapist, to help children gain skills in self-regulation. The intervention, delivered on a one-to-one basis, aims to provide children with tools to regulate their emotions in a variety of situations. It also enables our children to become more aware and independent in controlling their emotions and impulses, manage their needs and improve their ability to resolve conflicts. This intervention supports our children in acknowledging different behaviours in different situations and works in line with our Restorative approach at Eastfield; holding children accountable for their actions, resolving conflict, preventing harm and taking steps to put things right.

What are the Zones?

The Zones use a systematic, behavioural approach to teach self - regulation by categorising some of the ways our children feel and the state of alertness they experience. The zones are categorised into four colours. Each of the coloured zones provides strategies to teach children to become more aware of and independent in controlling their emotions and supports them in understanding how their behaviour affects them and others. Furthermore, they learn what tools they can use to manage their feelings and states.

The Blue Zone is used to describe low states of alertness and despondent feelings such as when someone feels sad, tired sick or bored.

The Green Zone is used to describe a calm state of alertness. Someone may be described as happy, focused, content or ready to learn when they are in the Green Zone. This Zone is where optimal learning can take place.

The Yellow Zone is used to describe a heightened state of alertness and elevated emotions but there is more control when in the yellow zone. Someone may be experiencing stress, frustration, anxiety, excitement, silliness and "the wiggles" when in the yellow zone.

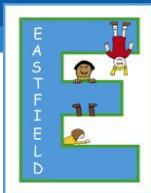
The Red Zone is used to describe extremely heightened states of alertness and intense emotions. Someone may be elated or experiencing anger, rage, out of control when in the red zone.

The Zones can be compared to traffic lights when given a green light or in the Green Zone; you are "good to go". A yellow sign means be aware or take caution. A red light to stop means stop when in the Red Zone. The Blue Zone can be compared to a rest area. All zones and emotions are natural for our children to experience but our interventions teach them to recognise and manage each zone and emotion.

Impact on learning

Children learn to acknowledge the emotions that they are feeling and verbalise this by linking it back to a coloured zone. They use strategies associated with these emotions to self-regulate and stay calm so that they are ready to learn.





Sitting Still Like a Frog

This intervention is a mindfulness exercise, which introduces the basics of mindfulness to children in an easy to understand and playful way. The aim of the intervention is to help children to deal with anxiety, improve concentration and handle difficult emotions. Through audio exercises, our children sit and listen to the recording and focus on their breathing and attention.

The intervention uses timed recordings with the expectation that our children sit in a comfortable space with minimal movements or distractions and really focus on their breathing and attention. Through listening to the recordings, it allows their mind-set to move to a calm and safe place. It is also a therapeutic approach for our children that requires minimal equipment. If the child is progressing through the audio with minimal movement, they are moved onto longer mindfulness exercises with the added target of the children using breathing strategies within their classrooms.

Impact on learning

This intervention focuses on breathing and mindfulness. It helps children calm down, become more focused, alleviate worry, manage anger and generally, become more patient. This is developed through listening and focusing on one task at a time with minimal movement of the body. This technique helps children to stay calm, ready to learn and focus on the learning when in class.

Balance Ability

This is a programme designed to develop our children's gross motor skills, using the elements of push and pull in order to create movement on the balance bike. Whilst riding, our children are taught the fundamentals of balance, core stability, gross and fine motor skills and spatial awareness.

It is delivered by a trained adult who checks and evaluate each child's progression towards a target. Over the period of the intervention, it is expected the children get to the stage where they can ride a pedal bike, having met all of the Balance Ability criteria beforehand.

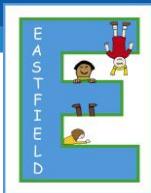
Impact on learning

Balance Ability improves all elements of physical literacy. Physical Literacy is defined as **the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life**. It helps improve gross and fine motor skill leading to improved handwriting.

Speech and Language

The speech and language interventions are carried out with our qualified Speech and Language Higher Level Teaching Assistant (HLTA). She works on a one- to- one and group basis delivering targeted levels of intervention. The sessions vary in length (with an average of 25 minutes) and frequency (from once a week to daily) according to need. Some children will have targets set by the NHS Speech and Language Therapy Service (SALT), others have targets set by school.





Recognising the link between poor communication skills and distressed behaviour

At Eastfield, we recognise that communication skills can be linked with behaviour difficulties. Many children with identified behaviour needs may have unidentified speech, language and communication needs. Communication is fundamental to children's development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction. Language is the ultimate tool for learning. It is how our teachers teach and our children learn. Without the ability to listen, understand and talk our children are often left feeling anxious, confused and disengaged.

Here at Eastfield we recognise just how essential it is to understand the link between social, emotional and mental health (SEMH) and speech and language.

There are a vast multitude of programmes and activities used to develop speech, language and communication needs. Below you will find just some of the approaches and programmes we use.

Visual Approaches to Support Speech and Language

Across Eastfield primary school, you will find lots of visual cues for our children. These include the use of visual timetables in each classroom. The reason behind this is children who have language learning difficulties often show strengths in their visual skills. It is not limited to children with learning difficulties though. There are many forms of learning styles such as auditory learning and visual learning. These visual approaches help maintain positive behaviours and assist in maintaining positive mental health.

Colourful Semantics

Colourful Semantics uses coloured visual prompt cards to 'show' the structure of a sentence thus linking the structure of a sentence and its meaning.

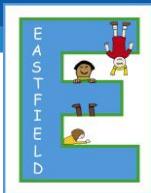
Each coloured card represents a word or part of a sentence. This approach was designed to support the development of vocabulary, spoken and written language and understanding and development of written narrative structure. Delivery of this intervention is intended for one-to-one direct therapy with children who experience speech and language difficulties. It is commonly used in mainstream schools.

Core Vocabulary

The Core Vocabulary approach is designed for use with children who have inconsistent speech disorder, i.e., many of their words are produced with inconsistent pronunciations. Most children with inconsistent speech disorder have a speech sound disorder and the underlying difficulty is one of phonological planning, i.e., they don't use the right speech sounds in the right places when they speak, even though they might be able to copy or make individual speech sounds. Generally, they do not tend to have an underlying learning or language difficulty.

The aim of core vocabulary intervention is for the child to consistently and accurately produce a set of words that are used a lot and are powerful for the child's communication and to be able to use these spontaneously when they talk. The ultimate goal is for clear speech through consistent use of set target words. Words are taught sound-by-sound using techniques such as syllable segmentation, (breaking up words into syllables) imitation and cued speech.





As children with inconsistent speech disorder are often able to imitate all speech sounds, they should be able to say the words correctly. Where this is not the case, children are encouraged to give their best possible production for

each word. Games are then used to practice the best production for each of the target words and explicit feedback is given to the child on their production in these games and in spontaneous speech.

Words which are produced consistently are then removed from the list and new words selected from those that remain on the list of inconsistent words.

Modified Earobics

Modified Earobics is an intervention programme for training phonological awareness and auditory-language processing. The activities aim to improve multiple speech and language skills:

- Sound awareness
- Discrimination of sound in noise and quiet
- Sequencing sound
- Associating sound with letters
- Understanding of complex directions with and without background noise
- Memory for sounds and words

It also includes items to strengthen reading, spelling, and understanding. The intervention is provided through phonological awareness, auditory processing, and language processing skills. The items are presented in quiet and with background noise, with both visual and auditory feedback. Children listen to sounds while playing interactive games; they match sounds (indicating alike or different) by indicating appropriate pictures or sounds that they hear.

Focussed Auditory Stimulation/Silent Sorting

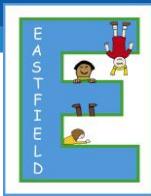
This approach aims to help children with very unclear speech, though may also be used in combination with other different approaches to speech sound intervention. It is typically used with children who are young (between 3 and 6 years old), children who cannot make the target sound or are unable to join in with other types of intervention. The focus of this intervention is on listening to sounds rather than making them, enabling the child to build up information they need about how speech sounds are organised into a system.

This is important to support children's speech sound development and is done by listening to lots of repetitions of target sounds. Sounds are typically said a little louder so that children become aware of the speech sounds they do not yet use and how they really sound.

Providing auditory stimulation for speech sound difficulties, either for an individual sound or pattern of difficulties can increase the likelihood of a child then being able to use the sound or sound pattern.

Target speech sounds and patterns are identified from assessment and games, activities and stories which mean there are repeated examples of the target sound or pattern in a large variety of words. Activities are presented to the child as listening games and children are encouraged to listen but not required to repeat the words. The child may also be required to listen to 15-20 words, spoken by an adult and containing the target sound or pattern at each intervention session and/or every day at home.





Makaton

Makaton is a language programme using signs and symbols to help people communicate. It is aimed at children with learning difficulties although it has been used more widely with children learning to speak.

A few of the main reasons for using Makaton are:

- Focus on teaching a small, core vocabulary of highly used words.
- Personalization of the vocabulary to suit individual needs.

The combined use of the different approaches of speech, manual sign and picture symbol. It gives our children who need it the means to express themselves, engage with others, be included in everyday life, take part in education, access information and services and ultimately achieve their full potential.

Picture Exchange

Picture Exchange Communication System was originally developed for children with autism to improve their communication skills. PECS is specifically designed for the children to communicate with picture cards but with little or no spoken language. There are a range of approaches that use the idea of exchanging pictures to support communication (i.e., exchanging a photograph or line drawing for a corresponding real item).

This can greatly improve the communication and therefore behaviours of children with no language, as it is often extremely frustrating for them to communicate their needs.

Social Stories

Social Stories is an intervention programme, which originally comes from intervention with children with autism spectrum disorders (ASD). It is now used to improve pragmatic language skills (use of language) in speech and language therapy. Social stories provide information on what people in a given situation are doing, thinking or feeling, the sequence of events, how to identify significant social cues and their meaning, and the script of what to do or say; in other words, what, when, who and why aspects of social situations.

A Social Story is individualised to a child's specific social or communication behaviour. In a typical Social Stories intervention scenario, a child will be told a story initially. As many social details are provided showing appropriate social behaviour within the story. Afterwards the child will answer some questions and be expected behave appropriately according to his/her understanding.

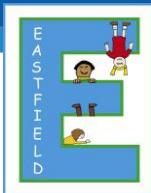
The principal aims of Social Stories are:

- To improve children's understanding of events
- To help them understand different perspectives
- To respond appropriately when communicating

Social Use of Language Programme

Social Use of Language Programme focuses on Social Communication Skills and Self/Other Awareness. It uses an approach that enables children to understand fully the skills being learned, practising them, and using them in real-life situations.





The way this programme works is:

- Teaching basic communication skills and developing self/other awareness.
- Enabling children to apply non-verbal and verbal communication skills to potentially difficult situations.
- Focus on supporting children in real life situations.

This programme has proven useful in improving poor behaviour and improving communication.

Impact on learning

Speech, language and communication is fundamental to children's ability to learn and develop relationships. Improved communication skills help with all areas of learning, social interaction and relationship building, reading and writing.

Talking Partners

This intervention is a structured oral language programme designed to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners. The programme is for children aged between 4 and 11 who:

- lack skills and confidence as speakers and listeners
- have English as an additional language (EAL)
- have speech, language and communication needs (SLCN)
- may have social, emotional and mental health needs (SEMH)

To access the programme children's attention and listening skills need to be at a focused level and they need to understand blank level 3 questioning for example:

- What will happen next?
- What is a _____? (Definition)
- Find the things that are not _____.
- What could he say? (Assuming the role of another person)
- How are these the same? (Identifying similarities)

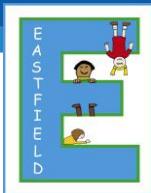
Delivery

A trained practitioner works with groups of three children for twenty-minute sessions three times a week for ten weeks. The activities used have been specifically designed to support the development of oral language skills required for academic success in the classroom. Adaptations of this model can be made for EYFS where a 'little and often' approach would be more appropriate, i.e., 10 minutes 5 times a week for 10 weeks. Activities will include drama, role-play, and a range of games. These activities are planned around familiar stories.

Assessments

- Talking partners observation sheet
- Summary of the child as an active speaker and listener
- Renfrew action picture test





Impact on learning

By providing opportunities to practice and rehearse target language through a range of focused activities children develop their independent skills to become good communicators. The programme helps children to become more confident and competent users of English. It encourages them to listen more actively and talk for a range of purposes and draws particular attention to the links between oracy and literacy.

English as an Additional Language (EAL) Intervention

Several children in school have English as an additional language where their first language is not English. This intervention supports children to develop their English language skills so that they can access learning. The intervention is carried out daily for 30 minutes.

This intervention is for:

- New arrivals from abroad who speak little or no English.
- Children from other countries who have been educated in an English-medium school abroad and are fluent in several languages but not English.
- Children who were born in the UK who speak mainly English and also speak another language at home or with extended family.

EAL children range in terms of their English language development from 'beginners', 'intermediate' and 'advanced'.

EAL Assessments

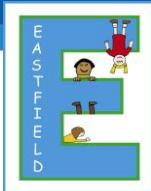
The EAL assessments we use here at Eastfield are taken from the NASSEA (Northern Association of Support Service for Equality and Achievement) framework. This enables an accurate and purposeful assessment of what our children can do with regards to their English Levels. As staff we can then "road map" a progression of support when delivering our EAL interventions to the children.

The NASSEA Assessment Framework:

- Speaking
- Listening
- Writing
- Key Stage 1 Maths
- Key Stage 2 Maths

The NASSEA Assessment Framework assesses in steps and levels and works in line with Department for Education (DFE) Assessment Framework. The framework adopts a five - point scale (From A - New English. To E - Fluent). For EAL Children with levels below 'E' adequate levels of support are provided through the intervention.





The NASSEA Assessment Framework can be seen below:

DfE Proficiency in English Scale	NASSEA Assessment Scale Reception	NASSEA Assessment Scale KS1	NASSEA Assessment Scale KS2	NASSEA Assessment Scale KS3/4
A New to English	Induction 1	Induction 1	Induction 1	Induction 1
B Early Acquisition		2	2	2
C Developing Competence		3	4	4
D Competent		5	6	6
E Fluent		6	7	7
				8
				9

EAL Strategies at Eastfield

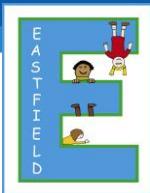
The use of flashcards, jigsaws, role play, social games, pair and group discussions actively encourage our children's speaking and listening skills. During the interventions the staff will use the **Scaffolding** technique, which refers to a variety of instructional techniques to provide successive levels of support. With the target of progressing our children to a greater understanding and promote independence during the EAL Learning process. As children become competent in their use of English, they will no longer require the use of **Scaffolding**. The interventions ensure that the appropriate links are made between Language Acquisition, Cognitive and Academic Development.

Impact on learning

This intervention supports the development of English language skills to a level where children are able to access the curriculum in class.

businesses, charities, schools, families and community leaders can all play a part in improving children's diets and physical activity levels.





Precision Teaching

Precision Teaching is a one-to-one intervention delivered twice daily in short ten-minute sessions. The children are taught through direct instruction and repetition to recognise, for example, letters, words or numbers. It is used when a child is making little or no progress in a particular area.

Initial Assessment

The initial assessment is a tool that we use to gain an understanding of what children already know. This enables us to deliver the correct intervention in order to meet their individual needs. Children read and spell words from the assessment sections. When or if the children show they are beginning to struggle during the assessment, this is when the assessment will stop. This enables the staff to focus on that area of learning.

What are probes?

Probes have to be completed for tests that indicate a child's performance on specific skills. For example, children focusing on five words for reading, on the probe they have two words that they know and three they do not know. Various games to learn these words consist of matching the words, colour coordinating the words and bingo. Although, games vary according to the individual needs of the child. This usually lasts for approximately 3 minutes. A probe sheet consists of the five words they have been focusing on, then the five words are jumbled up over 40 sections. They have one minute to read all the words. Children enjoy working against a timer. Lots of praise and encouragement is given to the child at this point of learning.

Monitoring and making changes

If the aim rate has not been achieved after 8 days, the task is reconsidered. The child may need to be taught the pre requisite skills, or the task is made easier. This may involve a change of words or they are given four words they know and the one they are stuck on. Precision Teaching is a rewarding intervention for the children because they see rapid results. They love the challenge of using a timer to complete the tests.

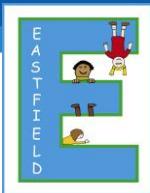
Impact on learning

Children learn to automatically and fluently read words or recognise numbers, which improves their literacy and numeracy skills. It also helps develop their confidence and problem solving skills due to working on a timed activity.

Lexia Reading Intervention

Lexia Core 5 is a computer based intervention programme that helps children to make progress in their reading. It supports children to work independently to develop critical reading and language skills through individualised learning paths. All children, regardless of their skill level, can work at their own pace. At Eastfield primary school, children working below age-related expectations in reading have access to this intervention in class. It is also available for children with English as an additional language. In addition, a daily intervention group is run by a higher-level teaching assistant (HTLA) for selected children, including some with identified special education needs. The sessions are 30 minutes in length and are carried out for at least a term but often longer.





How does it work?

Lexia provides children with a systematic and structured approach to reading. The programme focuses on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis. It creates personalised learning paths for each child through adaptive placement and scaffolded activities. It helps children to master foundational reading skills including:

- Skills to develop automaticity and fluency
- Listening and reading comprehension
- Vocabulary to improve comprehension.

Lexia follows a 3-step personalised learning model.

Engaging:

Children work at their own pace, having ownership of the assigned activities they choose. Lexia automatically adapts to provide the correct level of support in a subtle and encouraging manner. The child dashboard helps users set and manage daily and weekly goals.

Relevant text choice:

Children are engaged with texts that are meaningful to them. The texts are not always about familiar content, but they are always interesting and worth reading.

Motivational Design:

The programme features game-based motivational elements, which include auditory and visual feedback, animated rewards, age-appropriate songs and humour and video hooks to pique interest. Also provided are certificates, printable celebration charts and other motivational resources.

Features

As children move through the levels of the programme, they become focused and motivated by activities that take them on a journey around the world. Each level of the programme represents a different area of the world and introduces new characters that are representative of each region. Within each level, children have the opportunity to decide which skills and activities they want to work on. This allows them to be self-directed in their learning, as they move through the programme and their journey around the world.

Assessment without Testing

As children work independently in the online activities, real-time performance data is collected through Lexia's assessment tool. Lexia provides progress reports at a school, class or individual level.

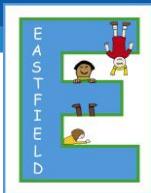
Impact on learning

The intervention supports progress in reading, a key skill essential to access learning in all areas of the curriculum.

Phonics Intervention

This intervention is an extension to the daily phonics sessions taught in class from reception through key stage 1 (KS1). The intervention offers additional 1:1 and small group support for children when it becomes evident that they





need extra help to fill gaps in their learning or they are falling behind. The intervention is also used to support children in key stage 2 (KS2) who find reading and/or spelling difficult.

What is Phonics?

Phonics is a way of teaching children how to read and spell. It helps children hear, identify, and use different sounds that distinguish one word from another in the English language. Teaching children to blend the sounds of letters together helps them decode (read) unfamiliar or unknown words by sounding them out. At Eastfield Primary we use the Letters and Sounds phonics resource published by the Department for Education and Skills. It is a systematic approach for teaching children to read encouraging the linking of letters (graphemes) to sounds (phonemes).

Some Phonics Terminology

- Grapheme - Written representation of sounds
- Phoneme - The smallest unit of speech sound that make up a word
- Digraph - Two letters that make one sound e.g. 'ee' 'ch'
- Trigraph - Three letters that make one sound e.g., 'igh' 'ure'
- Blend - Put sounds together e.g., blend the sounds s-a-t to make the word sat
- Segment - Break down words into sound e.g., orally segment the word hat into sound h-a-t

Activities may include

- Grapheme/phoneme spotter.
- Word and picture matching.
- Write the word to go with the picture.
- Real or alien word?

Assessments

Due to the nature of the activities, assessment for learning can be done through observation of children's participation during the intervention. There are regular reading and spelling tests and termly phonics assessments.

Impact on learning

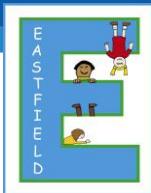
Improved phonics skills lead to improved progress in reading and writing.

I can see writing intervention

This is a class based, small group intervention that supports children to write sentences with increased independence. It is aimed at children who are working below age-related expectations, are unable to record their ideas in writing and who have become disengaged in learning. It goes back to basics, teaching them to spell simple CVC words and write very simple sentences. The children are engaged through a variety of multi-sensory activities, taught in short bursts. Their confidence is built through repetition, revisiting and modelling of key words and sentences.

It starts with an object of interest (CVC word) e.g. dog. The first sentence starter taught is 'I can see'. The same sentence starter is repeated every day until the children are confident writing it independently. Praise and





recognition are used to encourage the children to persevere. Once they have learnt to write this sentence, another sentence starter is added, such as:

- It is a...
- Look at the...
- Can you see the...

Once they feel confident, they are then able to join two sentences together using 'and'.

Impact on learning

Children gain the confidence to see themselves as writers and learn to write simple sentences. They can then record their ideas independently (albeit in a simple way) in all subjects. Once children have grasped the basic skills, they can apply their phonic skills to write unfamiliar words using phonetically plausible spelling.

1stClass @Number

1stClass @Number is a mathematics intervention delivered in small groups. It is aimed at our Year 3 and Year 4 children who are working below age-related expectations and require further support to secure basic skills. The intervention aims to raise the attainment of our children who have moderate difficulties with maths, with the objectives of enabling them to develop their confidence, learning skills and mathematical understanding that will provide our children with the confidence to be successful at mathematics. The mathematical activities are differentiated based on the levels of our children so we are able to challenge and upskill their mathematical abilities.

How does it work?

The intervention is delivered over 30 sessions, each lasting for 30 minutes. A group of 4 children will access these sessions 4 times a week. The mathematics teaching and learning in "1stClass @Number" has been carefully structured to develop and deepen children's number sense. The sessions are organised into 5 topics that focus on key aspects of number.

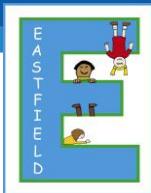
The five topics that covered are:

- All About Number
- Exploring Place Value
- Addition and Subtraction (1)
- Addition and Subtraction (2)
- Multiplication and Division

Measuring the Children's progress

We measure our children's progress in maths by carrying out a baseline assessment at the start of the intervention and upon completion of the intervention we will carry out an end of intervention assessment. This is for us to compare and contrast the children's levels. The Sandwell Early Numeracy Test for Key Stage 2 is a standardised test that gives us an "age equivalent" score in years and months, which allows us to calculate the children's progress and then compare their attainment levels with the national average.





Impact on learning

The intervention supports children to become more confident mathematicians and make improved progress.

1st Class @Writing

1stClass @Writing is a new, highly motivating and effective programme for children in Year 3, who have fallen behind in writing. One of our trained Teaching Assistants or HLTA supports them in making accelerated progress so they are able to carry out work at the same level as their peers.

How it works

Children have a total of 48 sessions that last for 40 minutes each with a group of 4 children 4 times a week, in addition to their daily class lessons. Children develop key skills of spelling, handwriting, grammar and punctuation, which helps to complete daily writing tasks through pirate adventure stories. They develop their composition and editing skills through a balance of supported "one liners" and sustained independent writing. It helps children become confident, happy children who find writing less of a challenge and more of a joy.

Intervention

Assessments are carried out at the beginning and end of every half term. This enables staff to have a starting point of where the children are at and how much progress they can make. To make it fun, children are given pirate names throughout the programme. Every day a set criteria of learning is carried out.

Daily Sessions include, for example:

Writing outcomes

Transcription Skills • Using the apostrophe for contractions
Composition Skills • Using talk and note making to plan for writing.

Introduction (2 minutes)

Pirate talk question, children take it in turns throughout the week to ask the relevant question in the pirate voice. This acts an icebreaker to the start of the session.

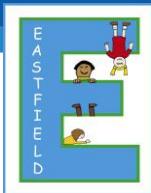
Writing Workout: One-Liner (12 minutes)

This includes sitting correctly and exercising the fine muscles in our hands.

One Liners

This is where we focus on using full sentences. They listen to a sentence being read, see it written on the board. Discussions are carried out in order to recognise what may be incorrect with the sentence, in correct grammar, in correct punctuation and how we can make the sentence correct. Throughout this part of the session, we use the correct language. For example, apostrophes, contracted words. Children are then encouraged to write the one-liner without making a mistake.





Writing Activity: Planning and Demonstrating Writing (22 minutes)

Children are encouraged to understand what the pirate-writing task is. Children recall the purpose, audience and the type of writing.

Children learn how to plan for the writing, choose the best words and compose clear sentences. Each child is given a planning sheet to help with the structure of expectations. They are encouraged to compose an opening sentence orally thinking of how many words the sentence contains and then they write the sentence down. Discussions, as a group are made as to what the main body of their writing will consist of; prompts are given to them to remind them of what the task is. This is where children can be as creative as they can be.

The final part of the writing is the closing sentence. They are encouraged to think of key words that they could use to complete this section of writing. This is completed individually, or in pairs.

Monitoring and support is given to each child as they complete their plans. Praise is also given to children who have used the correct form of writing task.

Review (4 minutes)

Interview the writing crew

One child is asked to talk about something they have learnt that will help them with their writing the rest of the week. This is completed at the end of every session.

Impact on learning

Children develop key skills of spelling, handwriting, grammar and punctuation supporting accelerated progress in writing.

Reception Literacy Programme (RLP)

The Reception Literacy Programme is a 6-week programme aimed at children in Early Phase - Reception. The interventions take place in small groups of 6 children. The duration of these sessions are for 25 minutes and take place 5 times per week.

Aims of the Reception Literacy Programme

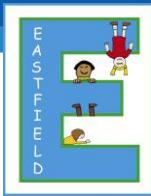
This intervention is aimed at children who are beginning to read and write or are not on track with reading and writing.

Impact on learning

Once the 6 weeks intervention is completed our children should have achieved these essential early literacy skills such as:

- 1:1 matching
- Directionality and concepts about print
- Read and write simple sentences
- Spatial awareness, capital letters and full stops





- Start to develop a basic sight vocabulary of high frequency words in reading and writing

They will also start to learn to apply the phonics skills being taught in school, blending CVC words in reading and hearing and writing sounds for spelling.

The expectation is that with continued adult support, our children will be able to utilise all of the above skills within their lessons.

