



SUMMARY OF INTERVENTIONS USED AT AWBRIDGE AND WELLOW

SIDNEY

‘Screening and Intervention for Dyslexia, Notably in the Early Years’. This programme teaches the letter names and sounds and encourages the children to hear the sounds in words and blend the sounds together to make simple words. This programme is for children in Year 1. Sessions are 10-15 minutes, 3-4 times a week and there are approximately 20 sessions. The child works through the programme at their own pace. This is a 1:1 (1 adult with 1 pupil) intervention.

Precision Teaching

Precision Teaching is carried out by the Teaching Assistant in class. It can be used for teaching high frequency words for reading and spelling, phonics and times tables / number bonds in maths. It is a 1:1 intervention and the child usually has 3-4 sessions per week lasting for approximately 10 minutes. The focus is on teaching the necessary skills and then improving the speed of application. Each day the child plays a game to learn / revise the skills and is then timed for 1 minute. The results are plotted over the week.

ELSA

‘Emotional Literacy Support’. Angie Bungay and Alison Rae are fully trained and are our school ELSAs (Emotional Literacy Support Assistants). Diana Hall and ?? are also currently completing training to become ELSAs. This intervention can be used in many different ways – to help the children recognise and deal with emotions, a trusted adult to talk to about issues at home or school, anger management, social skills etc. Children who go can go individually, in pairs or small groups. The intervention is usually once a week for half an hour and provision is typically reviewed after 6 weeks or a term. When demand for ELSA provision is high, priority has to be given to children who present issues in school.

S&L

‘Speech and Language’. Angie Bungay and Diana Hall (Teaching Assistants) have worked with individual children on their speech development for many years, often following the programmes given to school by the outside Speech and Language Therapists. They work mostly with children in Year R and Year 1. They typically see the children 2-3 times per week for approximately 10 minutes each session and the children play lots of games to learn the different skills. Class TAs are also being trained to deliver language support to pupils in their classes using the resources published by Black Sheep Press.

Acceleread/write

This is a 1:1 intervention in class led by the class Teaching Assistant. It is designed to run for 20 sessions and is computer-based. The programme teaches phonics and the children must read and then type 3-4 sentences. The computer reads their work back to them and they must identify and correct any errors. Each session typically lasts 15 minutes.

Paired Reading

This is a very useful strategy that many Teaching Assistants have received training on. It is a 1:1 intervention that can be used at home by parents (I have a guide for parents if you are interested) or at school. It is delivered in class by the class Teaching Assistant. The adult and



the child read together to encourage fluency and expression and when the child is confident they give the adult a signal and carry on independently. As soon as the child makes a mistake the adult joins in again, until the child again gives the signal. You do not stop and focus on the mistake and in this way the child's fluency and comprehension of what they have read should improve.

Cued Spelling

This is another useful approach that many Teaching Assistants have received training on. It is often used alongside Precision Teaching. The child must identify a word they are struggling to spell and then they choose a strategy (from a pre-given selection or they can make one up) to help them remember the word – for example a mnemonic (e.g. 'big elephants can always understand small elephants' for 'because'), splitting the word up into chunks....This intervention is delivered in class 1:1 by the class Teaching Assistant. It typically lasts for 6 weeks and the child would have 3-4 sessions per week, each one lasting for 10 minutes.

Simultaneous Oral Spelling (SOS Spelling)

This is a multi-sensory teaching approach that encourages children to learn to spell new words by making them using magnetic / wooden letters, seeing them, saying them, copying them and writing them. The repetition helps the learning to become more fluent and automatic and because lots of the senses are used it should help make the spelling of the words more memorable. This intervention is delivered in class 1:1 by the class Teaching Assistant. It typically lasts for 6 weeks and the child would have 3-4 sessions per week, each one lasting for 10 minutes.

Read Write Inc. Phonics

Ruth Miskin's Phonics Programme 'Read Write Inc.' is taught to all children in Years R, 1 and 2. Some children continue to work through this programme in Years 3 and 4. Groups are run in class by the Teacher / Teaching Assistant. Children who have completed the Phonics programme receive Spelling support instead. When used as an intervention in Years 3 and 4 this is delivered to a group of children.

Fresh Start Phonics

Fresh Start Phonics has been developed by Ruth Miskin for children in Years 5 and 6 who still need some support with phonics. It appeals to older children and re-visits the sounds using a number of different teaching techniques. It is taught to children in groups, pairs or 1:1 (depending upon the needs of the children) by the Teacher / Teaching Assistant. Children who have completed the phonics programme receive Spelling support in groups instead.

Springboard Maths

Springboard Maths is a programme led by the Teacher / Teaching Assistant for groups of children in Years 3-6. It aims to pre-teach the basic skills and language that the children will need ready for the work being covered the following week.

My Turn Your Turn Maths (MyTY Maths)

This is a new intervention that Diana Hall and Nicky Rogers (Teaching Assistants) have been trained by Hampshire's Educational Psychologists to deliver. It is a Wave 3, small group intervention designed to support those children that are not achieving age-related



expectations in Numeracy. Children are encouraged to achieve error-less learning and fluency through a rote learning approach. It works on the 'little and often approach' – typically a child will have 3-4 sessions a week, with each session lasting approximately 10 minutes.

Supported Reading

This is a group intervention that is led by the Teacher / TA on a fortnightly basis in class. Each session lasts for 30 minutes and can be used with children in Years 2-6. The focus is on reading fluency, expression and comprehension. The reading strategies used are taught much more explicitly through Guided Reading, which is part of the class provision for all children in Years 1-6.

Supported Writing

This is a group intervention that is led by the Teacher / TA on a fortnightly basis in class. Each session lasts for 30 minutes and this intervention can be used with children in Years 2-6. The focus is writing – sentence structure, punctuation, spelling and handwriting.

All interventions are monitored closely and if the children do not appear to be making progress the intervention will cease and the children's needs and preferred learning styles will be re-assessed. At the end of the period of intervention the child may have a time to consolidate what they have learned or they may move on to a different intervention, particularly if they have needs in more than one area (e.g. reading, spelling, writing and / or maths).

Whenever your child is receiving an intervention we will always let you know by sending a letter and staff will be very happy to discuss your child's progress with you when the intervention has been completed.

Chloe Hillier (Leading Teacher for Inclusion) and Jenny Kittley-Davies (Executive Inclusion Manager and Special Educational Needs Coordinator, SENCo)
October 2014