
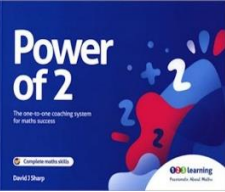


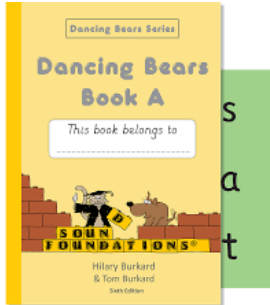




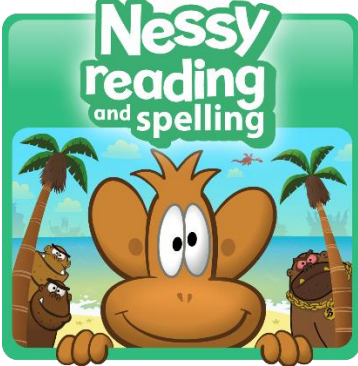
Targeted interventions at Gretton Primary School

Intervention	Year	Duration	Description
<p style="text-align: center;">Plus 1</p> 	<p>Y3 and above</p>	<p>On-going</p>	<p>A one to one programme that provides re-enforcement and practice of key maths concepts.</p> <p>It covers:</p> <ul style="list-style-type: none"> • Counting backwards and forwards • Adding and subtracting up to 10 • Doubling and halving
<p style="text-align: center;">Power of Two</p> 	<p>Y3 and above</p>	<p>On-going</p>	<p>A one to one programme that provides the building blocks of number and helps children develop their skills of mental calculation.</p> <p>It covers:</p> <ul style="list-style-type: none"> • Doubling and halving • Addition and subtraction • Rounding, multiplying and dividing • Fractions and worded problems • Mental maths for the national curriculum
<p style="text-align: center;">Numicon Breaking barriers</p> 	<p>Year 2 and above</p>	<p>12 weeks</p>	<p>Used in one-on-one or as a small group intervention, Breaking Barriers is aimed at children who need to revisit content or have individual programmes based on earlier Key Stage 1 content.</p>



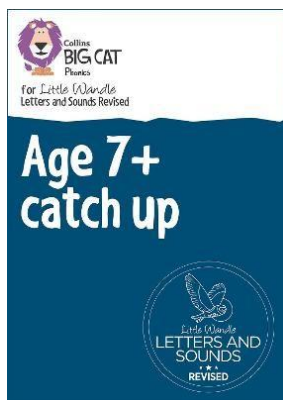
<p>Pre-teaching</p> 	<p>Whole school</p>	<p>On-going</p>	<p>Pre-teaching of skills takes places ahead of a new unit of work. This enables children to access learning during the upcoming unit of work.</p> <p>Examples includes:</p> <ul style="list-style-type: none"> - Pre-teaching of new topic vocab - Concepts in maths - Phonics sounds
<p>Bear Necessities and Dancing Bears</p> 	<p>Year 1 and 2 and above or children with a reading age of 7 or less.</p>		<p>This is a reading intervention. The books start at a very basic level and moves up to sentence level reading.</p> <p>Bear Necessities A1: non-readers in reception/year 1 and older children with learning difficulties.</p> <p>Dancing Bears Book A: children who have started to read simple CVC words but who have poor decoding skills and struggle to keep up with whole class instruction.</p>
<p>Cued spelling</p> 	<p>Year 1 onwards</p>	<p>Until child knows how to read and spell specific words.</p>	<p>Intervention working on specific words. At least 5 words per day for 3 days of the week. Time spent each day varies with words chosen by speller and how well he or she does, but allow at least 15 minutes. 10 steps to follow.</p>



<p>TRUGS Box 2</p> 	<p>Reading age 4.5—12 yrs.</p>		<p>Synthetic phonics reading resource that works by playing decodable card games.</p> <p>Stage 6 – split digraphs e.g. make, code, tuneful Stage 7 – vowel digraphs and trigraphs e.g. snail, boat, statue Stage 8 – alternate vowel digraphs e.g. boy, out, paw Stage 9 – 2 syllable words e.g. limit, pilot Stage 10 – 3 syllable words e.g. consider, discontent</p>
<p>Nessy</p> 	<p>Ages 6-11</p>	<p>On-going</p>	<ul style="list-style-type: none">• 100 lessons covering from beginning phonics to advanced vocabulary• Game-based learning that kids enjoy• Spelling practice lists• Fluency practice sheets• Printable flash cards• Videos explaining spelling rules and phonics• 1000s of printable worksheets and games• Built-in assessments to individualise instruction and to track progress• Blending and segmentation lessons• Explicit teaching of language concepts• Practice of high frequency and exception words• Can be used for homework and at school



Little wandle rapid catch up



Year 2 children onwards

Ideally until child is reading phase 5 books fluently

Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace.

It has been created to help children catch up quickly.

Reciprocal reading



KS2

20 weeks




This intervention is suitable for pupils who:

- Can read, but struggle to understand texts
- Read very slowly because they are focusing on accurate decoding or read too fast and don't pay attention to what they are reading
- Lack confidence when reading new or unfamiliar texts and have a limited reading repertoire
- Have impaired understanding through limited understanding of vocabulary
- Read text avidly but never question the meaning of words


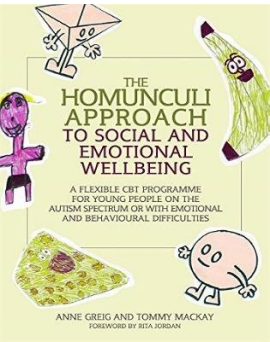
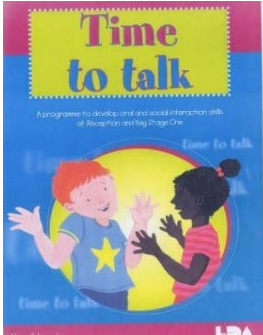


<p>Precision teaching</p> <table border="1"> <tr><td>they</td><td>said</td><td>when</td><td>they</td><td>are</td></tr> <tr><td>said</td><td>when</td><td>how</td><td>are</td><td>when</td></tr> <tr><td>when</td><td>they</td><td>are</td><td>how</td><td>said</td></tr> <tr><td>are</td><td>when</td><td>how</td><td>they</td><td>how</td></tr> <tr><td>when</td><td>said</td><td>are</td><td>when</td><td>said</td></tr> <tr><td>they</td><td>are</td><td>how</td><td>they</td><td>said</td></tr> <tr><td>how</td><td>they</td><td>how</td><td>said</td><td>when</td></tr> <tr><td>are</td><td>how</td><td>they</td><td>are</td><td>said</td></tr> </table>	they	said	when	they	are	said	when	how	are	when	when	they	are	how	said	are	when	how	they	how	when	said	are	when	said	they	are	how	they	said	how	they	how	said	when	are	how	they	are	said	<p>All ages</p>	<p>10-12 weeks</p>	<p>Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.</p> <p>Precision teaching is carried out on a one-to-one basis between a teacher and a learner. Each intervention session lasts 10 minutes, and takes place daily.</p> <p>Precision teaching is designed to get learners to think quickly until they're able to recall the spelling of a certain word almost instinctively. This is why this form of structured teaching intervention is so fast-paced and repetitive - children will learn to read or spell words until they become fluent and confident. They only move on to a new skill once they've mastered the skill they are currently working on.</p>
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<p>Toe by Toe</p>	<p>Year 2 onwards</p>	<p>Complete programme</p>	<p>Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires 20 minutes of teaching a day.</p>																																								



<p>Speed up handwriting</p> 	<p>8 years onwards</p>	<p>1 term</p>	<p>Speed Up is a kinaesthetic programme designed specifically for children who have problems with their handwriting.</p>
<p>Write from the Start</p> 	<p>Reception onwards</p>		<p>The programme contains over 400 activities that develop the intrinsic muscles of the hand to support formation of letter shapes and create appropriate spaces between words. Focuses on:</p> <ul style="list-style-type: none">• hand-eye co-ordination• form constancy• spatial organisation• figure-ground discrimination• orientation• laterality
<p>Jimbo fun</p> 	<p>6.5yrs-10yrs</p>	<p>6- 12 weeks</p>	<p>Supports children's fine motor skills.</p> <p>It is for children who have not fully developed important pre-writing skills or those who are not forming letters using the correct movement.</p>

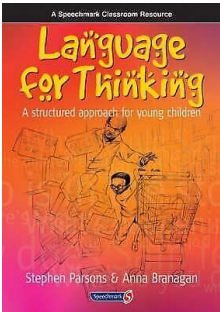



 <p>Fizzy</p> <p>Your name: _____</p> <p>Balance Level One</p> <p>1 Stand with your feet on a line and throw and catch a ball or beanbag with your partner. Also try kneeling.</p> <p>2 Kneeling</p> <p>Starting position</p> <p>Hands and knees</p> <p>3 Walk along a 5 metre then a 10 metre line marked on the floor. Can you keep your feet on the line?</p> <p>4 Throw and catch a ball with your partner from a half kneeling position. Try 10 throws without dropping them, then try 20 throws.</p> <p>5</p> <p>6 Step into, onto or over different types of PE equipment. Use any of these to make up a small obstacle course.</p> <p>7</p> <p>8 Balance on one leg. It helps to hold your arms out.</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p> <p>41</p> <p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>46</p> <p>47</p> <p>48</p> <p>49</p> <p>50</p> <p>51</p> <p>52</p> <p>53</p> <p>54</p> <p>55</p> <p>56</p> <p>57</p> <p>58</p> <p>59</p> <p>60</p> <p>61</p> <p>62</p> <p>63</p> <p>64</p> <p>65</p> <p>66</p> <p>67</p> <p>68</p> <p>69</p> <p>70</p> <p>71</p> <p>72</p> <p>73</p> <p>74</p> <p>75</p> <p>76</p> <p>77</p> <p>78</p> <p>79</p> <p>80</p> <p>81</p> <p>82</p> <p>83</p> <p>84</p> <p>85</p> <p>86</p> <p>87</p> <p>88</p> <p>89</p> <p>90</p> <p>91</p> <p>92</p> <p>93</p> <p>94</p> <p>95</p> <p>96</p> <p>97</p> <p>98</p> <p>99</p> <p>100</p>	<p>All ages</p>	<p>12 weeks</p>	<p>Fine and gross motor skills programme for those children who, compared with their peers stand out in PE as having poor balance; ball skills and poor co-ordination. It also supports those children who have poor handwriting; scissor control; ruler and glue control.</p>
 <p>Homunculi</p> <p>THE HOMUNCULI APPROACH TO SOCIAL AND EMOTIONAL WELLBEING</p> <p>A FLEXIBLE CBT PROGRAMME FOR YOUNG PEOPLE ON THE AUTISM SPECTRUM OR WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES</p> <p>ANNE GREIG AND TOMMY MACKAY FOREWORD BY BETA JORDAN</p>	<p>Year 2 onwards</p>	<p>10 weeks</p>	<p>Cognitive behavioural therapy programme The Homunculi, (or 'little people'), is a fun activity that builds social and emotional resilience in children and young people. The Homunculi are miniature agents with problem-solving missions and special gadgets who live inside the brain and help out with distressing thoughts, feelings and behaviours. Through inventing their own Homunculi characters and stories, participants in the activity learn to cope with their real-life social problems.</p>
 <p>Time to Talk</p> <p>A programme to develop oral and social interaction skills of Reception and Key Stage One</p> <p>Lisa Hogg</p>	<p>Yr1 / Yr2</p>	<p>40 sessions</p>	<p>A programme designed to help children develop their oral and social interaction skills. It covers the following:</p> <ul style="list-style-type: none"> • Eye contact • Sharing • Greetings • Awareness of feelings • Giving and following instructions • Listening • Attention • Play skills



<p>Socially Speaking</p> 	Yr3 / Yr4	40 sessions	<p>A programme that gives children the opportunity to learn and practice social skills, which helps them develop and maintain positive relationships.</p> <p>It has three units:</p> <ul style="list-style-type: none">• Let's communicate• Let's be friends• Let's practice <p>As children progress through the programme, their self-esteem should increase and their listening skills and expressive language abilities should improve.</p>
 <p>ELSA NETWORK</p>	All ages	Minimum 6 sessions	<p>Emotional Literacy Support Assistants support children to feel happy in school and to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this. They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have. They support children with anxiety, loss, friendship difficulties, self-esteem, bullying, emotional regulation, relationships and social skills.</p>
<p>NELI</p> 	4-5 year olds	20 weeks	<p>Targeted language intervention which helps teachers and TAs to identify early language difficulties and is proven to improve children's language skills and behaviour in school.</p>



<p>Language for Thinking</p> 	<p>Year 1 up</p>	<p>Ongoing</p>	<p>Comprehension intervention - promotes children's development of inference, verbal reasoning and thinking skills. Level A, B and C questions.</p>
<p>SALT Colourful semantics</p> 	<p>All ages</p>	<p>As child meets SALT target</p>	<p>Aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.</p>