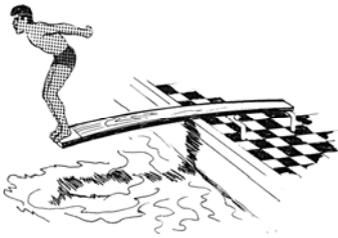


# Demystifying Interventions at Crabtree Juniors

Children are identified for extra learning support through rigorous evaluation of assessment data. Whole class assessments take place termly. When children are attending interventions they also have an initial and final assessment to ascertain progress and the effectiveness of the intervention for that child.

We have a large number of interventions going on at Crabtree and the following are a guide to how some of them are structured:-



## Springboard Maths

Springboard is a catch-up programme for children in Years 3, 4, 5 and 6. The materials focus on key areas of number. They provide additional tuition for small groups of children outside the daily mathematics lesson (DML) during the weeks when these areas are being

taught in the DML where possible.



Springboard aims:

- to support the identified children and to remedy particular weaknesses in number so that they are in a better position to access and benefit from the teaching programme in their Year and beyond;
- to set the expectation that these children catch up with their peers;
- to help teachers prepare a teaching programme enabling children to benefit fully from the main teaching programme for their Year as soon as possible.

The programme consists of two half hour sessions a week for a term. They are run by specially trained TAs in the first session of the morning (8.55 – 9.25). There is always follow-up homework which will consolidate what the children have learnt in that day's session so it is best to do this the same day.

## Phonics and spelling support



The sessions aim to develop and consolidate children's knowledge of the phonetic groups that make up our complex language. Individual phonemes (a group of letters making a specific sound eg. igh) are identified, word lists are made, practised both orally (reading) and manually (writing) and then a short dictation finishes the session in order to practise the focus phoneme in context. The children are also taught mnemonics (phrases) that will help them with the spelling rule. They will also have a list of spellings related to that phoneme that they will bring home to learn.

These sessions are run by Nikki Collingwood our Specialist Support Teacher.

## Intensive Reading Programme

This is a programme that we have created ourselves and is based on a partnership between parents and school. Individual children are identified by their class teacher and assessment data as needing a boost in their reading skills.

They read a carefully levelled book each day with a member of staff and then take the same book home to read with parents. This happens daily for 4 weeks. The teaching is done by staff in school and the parents focus on fluency (amount of time between each word), pace (speed of reading) and expression, as the child is already familiar with the book. Comments are recorded in special reading record. Parents/carers also record words that the child had trouble with and these are reinforced by school in the following reading session.



## Reading comprehension

There are two aspects to reading: mechanics and understanding. The teaching of phonics, grammar and 'tricky' words cover the mechanical skills of reading but if the child is not understanding what he is reading, then comprehension has to be actively taught.

Children will read a short passage, then the understanding of key words is checked and the general text discussed. They then have to answer a series of written questions based on the text. These questions will cover recall (what happened), comprehension (why did it happen?) and then inference (answer not actually stated in the text but clues need to be collected in order to inform an answer – eg. Why do you think...? How did he feel? etc.).

These sessions are carried out by Anna Baillie-Lane (Y4 only) Inclusion Co-ordinator three times a week.

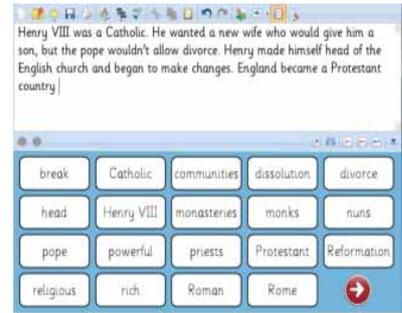


## Toe by Toe

Toe by Toe is a daily phonics reading intervention carried out by the child's class TA. Each session takes about 10 – 15 minutes during which the child will read nonsense words based on a specific spelling rule in small steps, one 'toe' at a time. Once the sound of a phoneme has been taught using the 'polynons' (nonsense words), these rules can then be applied to any multi-syllabic word and the child finds a whole new world of reading opening before their eyes! However, even though the steps taken are small, the child can clearly measure his or her progress right from the first page. The student's confidence and self-esteem are boosted as a result.



## Clicker 6



Clicker 6 is an ICT programme which supports children to develop their independence with writing. It consists of word banks which are personalised by the Classteacher or TA which are topic-related. The word bank enables the child to develop sentences of their own composition to demonstrate their understanding and development of their learning. It encourages children's creativity whilst removing the need to physically write.