**Intervention Menu**

**Cognition and Learning: Wave 3 on graduated response**

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| Intervention name | Intervention focus | Length of intervention | Led by | Assessment |
| Little Wandle **Keep Up** | Phase 2 - 5  Do not stop teaching new GPCs in class sessions to the children who have Daily Keep-up teaching (except where a child is working at Phase 2 or 3 and the class is working at Phase 5)  Use the Little Wandle summative assessments (every six weeks), as well as your daily Assessment for Learning, to identify children in Year R and 1 who need Daily Keep-up support. | Daily  7 weeks  10 minutes | Little Wandle planning  Class teacher  TA | Do not stop daily individual sessions until the child can blend and read appropriate words independently  Assessment completed every 6 weeks |
| Little Wandle **Rapid** catch up | Urgent, targeted support Ensure every child in **Year 2** or above who cannot read at age-related expectations gets urgent, targeted support so that they can access the curriculum and enjoy reading as soon as possible.  Phase 2 - 5 | Phase 2 - four weeks  Phase 3 - four weeks  Phase 4 - four weeks  Phase 5 - 14 weeks  Daily  10- 20 minutes depending on planning | Planning on Little Wandle website  Class teacher  TA | Assessment completed every 4 weeks |
| Barrier games to support memory | Barrier games are a specific form of an information gap activity. Information gap activities are communicative activities for two or more learners, where Learner A has information that Learner B needs, and vice versa. In a barrier game Learner A and Learner B sit with a barrier between them and are required to convey information to each other  Example:  Guess the 3-D shape:  Learner A chooses a 3-D shape from a set that Learner B cannot see and describes it to Learner B who has to guess what it is. ‘It has eight vertices and six faces. The faces are all equal in size.’ When Learner B has guessed correctly the roles are reversed. This gives an opportunity for both learners to practise using mathematical language in a real context. | 3-4 times a week  10-20 minutes  8 weeks | TA | Barrier games can encourage learners to develop speaking and listening skills within the context of a curriculum topic and are a great way of providing an opportunity for purposeful communication with learners who can provide good models of English, as recommended by research (e.g. NALDIC 1999, Swain and Lapkin 1995).  They support learners with the development of strategies for communication: rewording, requesting clarification, questioning, giving and following simple clear instructions (explaining), clarifying or describing.  Barrier games are an excellent way of reinforcing newly-acquired language and giving the learner an opportunity to practise subject-specific target language in a real context. They are motivating and provide a sense of achievement. |
| Colourful semantics  **Focus: language acquisition, sentence structure, sentence writing** | Writing or speaking grammatically correct sentences.  For children who are unable to write sentences independently or use the correct grammar in their spoken sentence.  Build sentences using a set structure - who, doing, what, where  Build up slowly over time to allow for new language acquisition. | 3 times a week  6-8 weeks | TA or CT | Sentences written independently in books pre and post intervention.  Conversations with peers and adults - child to be using fuller sentences  Intervention record sheet  Photos of activities in book with comments about the session (EYFS and KS1) |
| Dictated sentence  **Focus: writing a simple sentence** | Step-by-step process of sentence dictation routine outlined in Judith Birsh’s Multisensory Teaching of Basic Language Skills:   1. Ask children to listen to you say a sentence. 2. Children repeat the sentence you just said. Children get ready to count the words as you say the sentence again. Children repeat the sentence back to you, counting on their fingers to make sure they got all of the words. You write the number of words for children to see as visual prompt 3. When children have recited the sentence back to you correctly, tell them to write. This is to build the habit of not writing until they can remember what the sentence was. 4. Read back, have you got all the words? | 2 times a week  8 - 10 weeks | Class teacher | Assessment in week 4  Assessment in week 8-10  Children will be able to write a simple sentence remembering all the words in a sentence.  Including: capital letters, full stops, finger spaces, sounds in a word |
| Paired Reading  **Focus: reading fluency** | Building reading confidence and fluency 1:1  Adult reads at the same time as the child. | 6-8 weeks | Mentor/ TA | Level of reading book |
| Reading Comprehension for Key Stage 1  **Focus: reading comprehension** | A series of 24 comprehension exercises that are designed to give children systematic practise in answering multiple choice comprehension questions and to help develop reading with understanding.  Exercises 1-8 - starting level  Exercises 9-16 - middle level  Exercises 17-24 - harder | 6 weeks  15 minutes  3-4 times a week | TA / CT | Increased understanding of what has been read. |
| Number box | Children who have receptive and expressive language difficulties may take longer to understand and use the complex maths vocabulary. | 10 minutes  14 weeks | TA |  |
| Number star  Aimed at Year 1 and Year 2 s | The learning focuses on counting, early addition and subtraction. The main emphasis is on the acquisition of basic maths skills whilst increasing pupil’s self confidence. | 4 times a week  20 minutes  Can be up to a group of 6 | TA | Children will be able to recognise, count, write and add / subtract to 10 and number bonds to 5. |
| Readiness to progress | Sequenced planning based around key strategies to promote greater fluency in number across year groups.  **Year 1 -** Number and place value               Number facts               Addition and Subtraction             Geometry  **Year 2 -** Number and place value               Number facts               Addition and subtraction               Multiplication and division               Geometry | To be used as a pre-teach for children working below age related (WTS)  Keeping up pupils at risk of falling behind in small groups as part of an intervention | Class Teacher TA | Daily assessment  Overall assessment at the end of each unit |
| Precision teaching | 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. | Daily  10 minutes | Precision teaching is a one to one intervention, so should be carried out in a quiet space, away from the main classroom teaching. | Child will be able to independently apply focus of precision teaching with increasing accuracy |

**Intervention Menu**

**Sensory and Physical: Wave 3 on graduated response**

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| Intervention name | Intervention focus | Length of intervention | Led by | Assessment |
| Clever bodies | Gross motor skills - develop core muscles to support a child's understanding of self. | Depends where you start on the intervention. | TA to carry out sessions. | Included in the pack with examples. |
| Sensory Circuits. | A short sensory motor circuit prepares children to engage effectively with the day ahead.  Behavioural clues such as fidgeting, poor concentration, excessive physical contact or lethargy can indicate that a child is finding it difficult to connect with the learning process. | To be incorporated into a childs day to support with focus and concentration. | CT or TA | Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow children to be in the optimum state of alertness, ready for learning. |
| Dough disco | Fine motor skills - building up muscles in fingers and shoulders.  Use playdough - size of playdough can vary according to need | 3 times a week  6-8 weeks | CT or TA | Increased pencil control  Child using a tripod grip when holding a pencil  Clearer letter formation with correctly formed letters  Increased control when pushing, pulling, moving malleable material |
| Talking Time  (based on an intervention called Attention Autism) | Whole class or small group work  To engage attention  To improve joint attention  To develop shared enjoyment in group activities  To increase attention in adult-led activities  To encourage spontaneous interaction in a natural group setting  To increase non-verbal and verbal communication through commenting  To build a wealth and depth of vocabulary | Once or twice a week in class  Twice a week as an intervention | Class led by CT  Intervention led by CT or TA | Intervention record using a target set by the class teacher as the focus for assessment.  Conversations with peers and adults - child to be using fuller sentences and have an increased vocabulary  Photos of activities in book with comments about the session  Child to show increased concentration in adult led activities |
| Clever hands  The Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging. | Fine motor development  Step 1 - <https://www.nhsggc.org.uk/media/4255/0103-clever-hands-level-one-1.pdf>  Step 2 - <https://www.nhsggc.org.uk/media/4256/0104-clever-hands-level-two-1.pdf>  Step 3 - <https://www.nhsggc.org.uk/media/4257/0105-clever-hands-level-three-1.pdf> | There are three levels to the “Clever Hands  Training Games” and this is level one for  beginners.  • Play the games in any order until you are good at all of them, before going on to level  two.  • The games should be fun and repeated on a regular basis to improve hand dexterity and  strength. | CT / TA | Assessment before and after on FIne Motor Development chart |
| Body awareness | Level 1 -<https://www.nhsggc.org.uk/media/4246/0107-body-awareness-level-one-1.pdf>  Level 2 - <https://www.nhsggc.org.uk/media/4247/0108-body-awareness-level-two-1.pdf>  Level 3 - <https://www.nhsggc.org.uk/media/4248/0109-body-awareness-level-three-1.pdf> | There are three levels to the body awareness and co-ordination training games and this is the third and final level. Play the games in any other until you are good at all of them. You should be an expert.  Daily for 10 mins  **OR** Twice a week 15 mins | TA |  |
| Ball skills | Level 1 - <https://www.nhsggc.org.uk/media/4252/0113-ball-level-one-1.pdf>  Level 2 - <https://www.nhsggc.org.uk/media/4253/0114-ball-level-two-1.pdf>  Level 3 - <https://www.nhsggc.org.uk/media/4254/0115-ball-level-three-1.pdf> | There are three levels to the balance training games and this is level one for beginners. Play the games in any other until you are good at all of them before going on to level two.  Daily for 10 mins  **OR** Twice a week 15 mins | TA |  |
| Balance | Level 1 - <https://www.nhsggc.org.uk/media/4249/0110-balance-level-one-1.pdf>  Level 2 - <https://www.nhsggc.org.uk/media/4250/0111-balance-level-two-1.pdf>  Level 3 - <https://www.nhsggc.org.uk/media/4251/0112-balance-level-three-1.pdf> | There are three levels to the balance training games and this is level one for beginners. Play the games in any other until you are good at all of them before going on to level two.  Daily for 10 mins  **OR** Twice a week 15 mins | TA |  |
| Pegs To Paper  **Focus: fine motor** | Designed to establish the fundamental skills which underpin handwriting and literacy, build solid foundations and develop key fine motor skills.   * Encouraging good posture * Establishing tripod handwriting grip * Nurturing the more dominant hand * Stimulating neural activation * Developing fine motor skills * Building vocabulary (inputting language) * Building vocabulary (extracting language) * Teaching basics for letter formation | 3 times a week  No longer than 20 minutes  12 weeks | TA | Child has established a tripod grip |

**Intervention Menu**

**Communication and Language: Wave 3 on graduated response**

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| Intervention name | Intervention focus | Length of intervention | Led by | Assessment |
| Colourful semantics | 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.  Who  What  Where  When | 6 weeks  3 times a week | TA or CT | Intervention record using a target set by the class teacher as the focus for assessment.  Conversations with peers and adults - child to be using fuller sentences  Photos of activities in book with comments about the session (EYFS and KS1) |
| Time to Talk  (book) *by Alison Schroeder*  KS1 | Created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old.  Focus:  Eye Contact  Taking turns  Let’s Practice sharing  Greetings  Awareness of Feelings  Giving  Following Instructions  Listening  Paying Attention  Play skills | Up to 40 sessions.  Children should be seen 3 times per week. | Whole class  Year group  Class  Small group | Included in the book. |
| Talking Time (Bucket)  (based on an intervention called Attention Autism) | Whole class or small group work  To engage attention  To improve joint attention  To develop shared enjoyment in group activities  To increase attention in adult-led activities  To encourage spontaneous interaction in a natural group setting  To increase non-verbal and verbal communication through commenting  To build a wealth and depth of vocabulary | Once or twice a week in class  Twice a week as an intervention | Class led by CT  Intervention led by CT or TA | Intervention record using a target set by the class teacher as the focus for assessment.  Conversations with peers and adults - child to be using fuller sentences and have an increased vocabulary  Photos of activities in book with comments about the session  Child to show increased concentration in adult led activities |
| NELI | To support children who are new to learning English or in EYFS acquire new language for every day use | 20 sessions  Can be run in group or individual | TA | Communication increased within play or when talking to familiar adults |
| Mr Tongue activities | Focus on tongue and lip movements will increase a child's awareness of their tongue and lip movements. Tongue movements and coordination of these movements are crucial to speech development and clarity. | Use as needed - can be daily or weekly | CT / TA/ SALT TA | Child will have awareness of tongue movement. Awareness of tongue movements can assist when directions are given to encourage imitation of correct speech sounds (e.g, tongue up behind your teeth for the /s/ sound - not between your teeth). |
| NHS SALT  Speaking Space SALT | Targets set on assessment by SALT | Weekly  1-1 work  Group work | SALSA  NHS SALT  Speaking Space SALT | Assessment will depend on targets set up SALT |

**Intervention Menu**

**Social, Emotional and Mental Health: Wave 3 on graduated response**

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| --- | --- | --- | --- | --- | --- |
| Intervention name | Intervention focus | Length of intervention | Led by  Group size | Assessment | Expected outcome |
| Time to Talk  (book) *by Alison Schroeder*  KS1 | In class intervention for whole class or small groups. | Up to 40 sessions.  Children should be seen 3 times per week. | Whole class  Year group  Class  Small group | Included in the book | Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. |
| Emotion check ins | To allow child to have a check in with an adult and talk about their emotions throughout the day.  An emotions check-in is a simple practice that involves where children pause and take a moment to identify and express how they feel at a given moment. This can look like describing your emotions or selecting a current emotion from an emotions list. | As need depending on child so they can focus on their learning / being in school / classroom  Hourly, twice a day, daily | Adults who know the child | Child will be talking about their emotions and how situations have made them feel more independently. | Child will be talking about their emotions and how situations have made them feel more independently. |
| Sensory circuits | A short sensory motor circuit prepares children to engage effectively with the day ahead.  Behavioural clues such as fidgeting, poor concentration, excessive physical contact or lethargy can indicate that a child is finding it difficult to connect with the learning process. | To be incorporated into a childs day to support with focus and concentration. | CT or TA  There is a red folder with activities to support the intervention. | Child will be regulated and able to engage in classroom activities | Sensory Circuits programme is to facilitate sensory processing and sensory integration, and to allow children to be in the optimum state of alertness, ready for learning. |
| Circle of friends | The Circle of Friends approach works by developing a support network around individuals in the school community who are experiencing social  difficulties often due to a specific disability, difference or behaviour. Volunteers from the  peer group meet regularly with the target pupil therefore ensuring that relationships are built around him/her. The group also problem solves with the target pupil in order to address any social difficulties that he/she may be experiencing in school. This approach has been used to  great effect in many schools in order to ensure the inclusion of individual pupils. | Daily  As needed | CT / TA to begin with whilst establishing  ELSA | Increased level of acceptance and inclusion of pupils  Further develop the skills of pupils who are already considered to be highly skilled in terms of providing friendship  Children will utilise and develop their own skills in terms of valuing and supporting others |  |
| Milo and Hamish | ELSA provision  Different modules we can choose based on needs for groups | 10 weeks  1 hour once a week  Can be 1-1 or in a small group | CT  ELSA referral window is opened in order for timetable to be created | Pre assessment completed by class teacher linked to dashboard data  Post assessment completed by class teacher linked to data dashboard | Outcome will be focus on group and individual based on assessment |
| Zones of regulation and own tool kit |  | Daily | CT/TA | Child will be using their own tool it when if the different emotion zones. Child will be able to use their tool kit to communicate their emotion. |  |
| Lego Play | It uses children's love of Lego play, as well as their strengths and interests, to develop communication and social skills. This intervention employs the use of three key roles 'Engineer' 'Builder' and 'Supplier' to build a model together using LEGO® bricks. This is facilitated by an adult, although child led, to allow the children a means of developing their social communication skills. | 2-3 times a week  6-8 weeks | CT / TA | Increase in social, communication skills. Increase in turn taking | Playing with LEGO promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. |
| Skills cards  Focus: kindness, respect and integrity | Step 1: children look for the skills focus within the school, tick on skills card when they have seen it. Share with adult what they have seen  Next step: child to share with the child what they have seen - peer praise  Step 2: child to been spotted showing the focus skill | 3 times a week  10 minutes | CT / TA / ELSA | Increase kindness, respect, integrity | Skills card will be completed  Skills card will be celebrated  Child will be showing their focus skill |