

# Intervention Guide

Intervention Briefing Sheets  
plus  
Examples of Whole School and  
Personal Target Tracking and  
Review Sheets

- Progression in Phonics
- Beat Dyslexia [read, Write, Spell]
- Fresh Start Programme
- Wellington Square
- Number Stars
- Springboard 3
- Springboard 4

## Intervention - Progression in Phonics PIPS

There are approximately 44 sounds (phonemes) that are represented by 26 letters in about 140 letter combinations. Progression in phonics offers a systematic teaching of phonics and spelling that helps children to learn to identify the phonemes in their spoken language and learn how each of these phonemes is commonly spelt. Some phonemes will correspond to a single letter while others, for example the long vowel phonemes, will have several common spellings using one or more letters. Through phonics we should teach children to:

- Identify sounds in spoken words (phonological awareness)
- Recognise the common spellings for each phoneme
- Blend phonemes into words for reading
- Segment words into phonemes for spelling

This systematic teaching gives children the essential key to the writing code and moves them a long way into fluent reading by enabling them to recognise words by their common spelling patterns.

The progression in phonics intervention programme follows a clear progression in teaching and learning phonics in seven steps which are linked to the learning objectives in the National Literacy Strategy Framework for teaching. Activities and materials are provided so that phonics may be taught in a lively, interesting and interactive manner. The skills and knowledge can be acquired simultaneously so that as children are learning to segment (to hear the phoneme in the initial and final position in a word) they will be learning some of the phonemes which represent those phonemes. Learning to hear the medial vowels and the letters which represent them allow children to segment words for spelling and blend words for reading.

## The Seven Steps

Step 1: hearing and discriminating general sounds, speech sounds and patterns.

Step 2: hearing phonemes - s, m, k, t, g & h in initial position

Step 3: hearing phonemes - ss, ck, l, n, d, k, sh & ch in final position

Step 4: hearing phonemes - a, e, i, o, u in medial position  
CVC segmenting and blending

Step 5: CCVC segmenting and blending

Step 6: CVC blending and segmenting, reading and spelling - ai, ee, ie, oa, oo, or, ir, oi, ou












Step 7: CVC blending and segmenting, reading and spelling - ay, a-e, ea, igh, y, i-e, ow, o-e, oe, ew, ue, u-e, oy, ow, er, ur, aw, air, ear, oo

Areas of need addressed	
Entrance criteria	
Exit criteria	
Weeks needed for programme	
Time needed for programme	
Number of pupils in group	
Target set for this intervention	

## Intervention - Wellington Square

Wellington Square has been designed to meet the needs of many young children, including those who have problems in learning to read. It has been used successfully with groups of children whose ages range from 6 to 11 years of age. It is not merely a narrow progression through basic reading skills, but has built into it a widening of reading experience as the scheme progresses. Stories in the scheme command a wide general interest and recognise that no single approach to reading will suit all children. Wellington Square employs teaching strategies and activities, which have been found to be effective and reading books provide a carefully controlled and graded vocabulary. Children who hear and discuss the story texts will be able to increase their oral vocabulary and will gain an understanding of the vocabulary specific to each story. New words are introduced a few at a time and there is sufficient repetition to help learner's master them. As children progress through the scheme they will encounter interesting and lively stories supported by associated activities and worksheets

During the 14 week intervention period children will work on the following objectives:

-  Take in key information from a question
-  Skim and scan text to find key words to answer a question
-  Find the language to express their answer
-  Blend sounds to read words
-  Use their knowledge of letters, sounds and words to read simple texts with meaning
-  Show understanding of texts, recount the main events and comment on obvious features of the text. E.g. good/bad characters
-  Read with some pace, taking some account of punctuation, e.g. pausing at full stops
-  Practice 'reading' pictures
-  Make predictions, e.g. what happens next?
-  Read ahead and make use of expression and intonation to enhance meaning, e.g. raising their voice to show that a character is shouting
-  Express opinions about events and actions

Each book comes with worksheets and activities that are related to the stories and help the children to:

Sheet 1: use descriptive language and vocabulary

Sheet 2: read a list of new words that are introduced in the book

Sheet 3: familiarise pupils with key characters and promote discussion

Sheet 4: word matching activity

Sheet 5: check on comprehension and recall of the story

Sheet 7: alphabetical order

Sheet 7: draws attention to the shapes of individual words

Sheet 8: practice sequencing and check pupil comprehension of the story and sentence structure.

Areas of need addressed	
Entrance criteria	
Exit criteria	
Weeks needed for programme	
Time needed for programme	
Number of pupils in group	
Target set for this intervention	

## Intervention Programme - Read, Write and Spell

This programme has been developed for pupils who are struggling to read, write and spell. This is a comprehensive programme which covers all areas of literacy with a multi-sensory approach; incorporating auditory, visual and kinaesthetic learning styles. The resources are highly motivating and interesting for fun and memorable learning.

Each lesson begins with a letter game, 'The Alphabet Arc', where children use wooden letters to build up the alphabet. Once built, the arc can be manipulated in various ways to encourage pupils to look at letters more closely. For example, letters can be removed or altered for the children to identify the changes. This can be easily adapted to suit individual child's levels and needs.

Each letter sound is looked at separately, and the pupil will be asked to identify if the sound is at the beginning, middle or end of a word. This encourages the pupils to listen carefully to the spoken word; therefore encouraging a strategy to build up or break down words by sound.

During each lesson the pupil will also complete a handwriting sheet that accompanies the letter for the session, which helps to develop their handwriting skills.

During the 14 week intervention period children will work on the following objectives.

- To improve alphabetic order
- To improve letter formation
- To develop strategies for word building
- To develop a knowledge of letter patterns
- To develop skills in phonics
- To improve listening memory
- To improve attention span
- To develop confidence and self-esteem
- To develop independence in learning

Areas of need addressed	
Entrance criteria	
Exit criteria	
Weeks needed for programme	
Time needed for programme	
Number of pupils in group	
Target set for this intervention	

# "Fresh Start"

"Fresh Start" is a specially adapted literacy programme, for all pupils in Years 5 and 6, who are working below National Curriculum level 3. Resources are available for the teaching of reading, writing and spelling at an appropriate skills and interest level linked to an assessment structure which allows staff to closely monitor the progress made by individual pupils or group.

## What do the children learn?

### READING - The children:

- ❖ learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- ❖ learn to read words using sound blending
- ❖ read lively stories featuring words they have learned to sound out
- ❖ show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

### WRITING - The children:

- ❖ learn to write the letters/letter groups which represent the 44 sounds
- ❖ learn to write words by saying the sounds
- ❖ write simple sentences
- ❖ compose stories based on picture strips

### TALKING

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

They work in pairs so that they:

- ❖ answer every question
- ❖ practice every activity with their partner
- ❖ take turns in talking to each other



Weeks programme running for	
Time needed for programme each week	
Number of pupils in group	
Targets set for this intervention	Reading:
	Writing:



## Intervention Number Stars

Number Stars has been designed to meet the needs of children who require some support in mathematics. The aim of the Number Stars programme is to enable pupils on the SEN record to develop their basic Numeracy skills through activities which they find fun and highly motivating. An important aspect of the programme is to incorporate a multi-sensory approach; the styles used are auditory, visual and kinaesthetic. This multi-sensory approach provides variety and a new, enjoyable and memorable way of learning. Number Stars is a flexible 12 week programme which can be adapted to the needs of the group.

During the 12 week intervention period children will work on the following objectives.

- To develop number recognition
- To develop counting
- To develop writing numbers
- To develop addition to 10 mentally
- To develop subtraction to 10 mentally
- To secure, practise and apply key mathematic objectives by building on success. Through opportunities in the programme whereby pupils can talk about their learning.
- To develop confidence and self-esteem.
- To develop independence in learning.

Areas of need addressed	Early concept of number; calculation to 10 (+ -)
Entrance criteria	Working below level 1c; use screening questions
Exit criteria	Achieved majority of questions on screener
Weeks needed for programme	12
Time needed for programme	20 - 30 mins daily
Number of pupils in group	Max of 6
Target set for this intervention	














### Intervention - Springboard 3

Springboard is a well-planned mathematics intervention programme that targets children who need additional support.

The materials focus on key areas of number, and provide additional tuition for small groups of up to 6 children, inside or outside of their daily numeracy lesson.

There are 10 units of work that are designed to use flexibly and each unit covers carefully selected teaching objectives to help remedy particular weaknesses in number. Successful completion of the intervention places pupils in a better position to access their daily mathematics lesson.

These are the objectives that will be covered during the intervention programme.

-  To read and write whole numbers to at least 100
-  To order whole numbers to at least 100
-  To know by heart addition and subtraction facts to 10
-  To know all pairs of multiples of 10 with a total of 100
-  To count on and back in tens to 100
-  To say the number that is 10 more/less than any two digit number
-  To double numbers up to 15
-  To find  $\frac{1}{2}$  of a small number of objects
-  To add two numbers by starting with the larger number first
-  To find a difference by counting up from a smaller number to a larger number
-  To know by heart the multiplication facts of the two and ten times table
-  To explain how to solve a problem
-  To round numbers less than 100 to the nearest 10

Areas of need addressed	
Entrance criteria	
Exit criteria	
Weeks needed for programme	
Time needed for programme	
Number of pupils in group	
Target set for this intervention	

## Intervention - Springboard 4

Springboard is a well-planned mathematics intervention programme that targets children who need additional support.

The materials focus on key areas of number, and provide additional tuition for small groups of up to 6 children, inside or outside of their daily numeracy lesson.

There are 10 units of work that are designed to use flexibly and each unit covers carefully selected teaching objectives to help remedy particular weaknesses in number. Successful completion of the intervention places pupils in a better position to access their daily mathematics lesson.

These are the objectives that will be covered during the intervention programme.

- ❖ To read and write whole numbers to at least 1000
- ❖ To order whole numbers to at least 1000
- ❖ To know by heart addition and subtraction facts to 20
- ❖ To know all pairs of multiples of 5 with a total of 100
- ❖ To partition a number into hundreds, tens and ones and recombine
- ❖ To count in steps of 3 or 4
- ❖ To count on or back in twos and recognise odd and even numbers
- ❖ To know that division is the inverse of multiplication and I know that halving is the inverse of doubling
- ❖ To know by heart facts of the 2,5, and 10 times tables
- ❖ To use the right operation to solve a word problems
- ❖ To recognise fractions such as  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{5}$ ,  $\frac{1}{3}$ ,  $\frac{1}{10}$  and can find the fractions of shapes and numbers
- ❖ To read the time to 5 minutes on a 12-hour digital clock and on an analogue clock
- ❖ To add or subtract a near multiple of 10 to or from a two-digit number
- ❖ With money to find a total, give change and work out which coins to pay

Areas of need addressed	
Entrance criteria	
Exit criteria	
Weeks needed for programme	
Time needed for programme	
Number of pupils in group	
Target set for this intervention	