

St. Michaels Interventions 2015-2016

Literacy Interventions

Boosting Reading Potential

Boosting Reading Potential (BRP) is a reading intervention for pupils who need additional support with their reading. A specially trained BRP Partner delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers. BRP raises the attainment of children who can read but who lack fluency, understanding and enjoyment and may need support with decoding skills, vocabulary and/or comprehension.

It helps them to: decode the words on a page, understand what they are reading, read with greater pace and fluency, confidently access a wider range of reading material, develop independent reading skills, enjoy and develop a long-lasting enthusiasm for reading.

Project X

A reading intervention programme, which combines phonics, comprehension development and exciting stories to accelerate struggling readers' progress so that children reach expected Literacy levels as soon as possible.

Project X CODE introduces a different type of reading book with two texts in every book: the first text is 100% decodable to build reading confidence; the second is at least 80% decodable to draw children through the series and keep them motivated. Addresses key issues across the whole school, including guided reading, phonics, comprehension, talk, raising boys' achievement, early intervention and writing.

TRACKS

Tracks Literacy is used: as a 'catch-up' programme. Tracks Literacy teaching is direct, interactive, structured and cumulative. Pupils work at their own rate on tasks that are individually appropriate. This individual teaching takes place within a group setting.

- Tracks Literacy teaches only what is necessary for the individual, so pupils make fast progress.
- It incorporates techniques that accelerate learning and make it effortless.
- It has a problem-solving element.

Apart from standardised reading and spelling tests to establish a baseline and allow for objective tracking of progress, the teacher simply starts teaching all the tracks on day one.

Beat Dyslexia

The comprehensive programme develops literacy skills by combining successful phonological approaches with the very best of conventional, multi-sensory and structured teaching methods. The series takes pupils from the earliest stages of letter recognition through to full literacy. Using a wide range of imaginative approaches, the activities are carefully structured so that all the goals are small and attainable.

Pupils gain confidence through consolidation and success as they develop their reading skills and build a sound understanding of basic spelling and grammar. The wide variety of phonic activities are based on multi-sensory techniques that assist the teacher in maintaining pupils' interest and enthusiasm -

making them ideal for those with short concentration spans. Although primarily designed for dyslexic pupils of all ages, in one-to-one or small group sessions, the careful use of visual and aural approaches, in a clearly structured progression, make them suitable for any pupil struggling to acquire literacy skills.

In-built assessment is provided through the progressive series of engaging reading passages and spelling tests. Each Beat Dyslexia pack contains photocopiable activities, reading and spelling cards and an audio CD. Beat Dyslexia 1 covers: i, t, p, n, s, st, sn, sp, a, d, c, o, r, cr, tr, dr, pr, m & e.

Toe by Toe

Toe By Toe is designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. *Toe By Toe* supports any child or adult who has difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word). It is our recommendation that the minimum age for a child to start *Toe By Toe* would be: 7+ years of age. In the UK then the optimum age to begin *Toe By Toe* (if it is delivered in school time) would be the start of year 3.

Write from the start

This programme offers an approach which focuses on developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organize letter and words. The exercises and activities develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination, orientation and laterality.

The programme is effective for mainstream children aged 4-6 years, children with developmental co-ordination disorders and older children with mild to moderate learning difficulties.

Precision Teaching

Precision Teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number facts.

It is very effective for children struggling to acquire automatic skills in learning letter sounds, recognising whole words and spelling. In Precision Teaching, the learner's daily performance is recorded and this process is known to increase motivation.

Language and Communication Interventions

Language for Thinking

While most children develop verbal reasoning skills with relative ease, others find it more challenging. Verbal reasoning is particularly difficult for children who are recognised as having delayed language skills, specific language impairment, Autistic Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate learning difficulties. Children with less obvious oral language difficulties may begin to struggle when they start to read.

This resource is based on fifty picture and verbal scenarios that can be used flexibly with a wide range of ages and abilities. This programme can be used with individual children, in small groups or can form the basis of a literacy lesson or speech language therapy session.

Pre Vocabulary Teaching

Pre-teaching vocabulary facilitates the reading of new text by giving students the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension.

Language Builders

This program provides activities to promote the communication skills of all school age children. It develops ideas suitable for children at primary school. It addresses many areas including:

- Attention and listening
- Helping school age children understand spoken language and develop verbal reasoning skills
- Helping school age children develop their expressive language
- Phonological processing activities
- Developing vocabulary and story writing and use of mind maps
- Helping school age children develop their social skills
- Helping school age children with unclear speech

PORIC

PORIC provides a wealth of ideas to assess and develop the linguistic concepts (descriptive vocabulary) needed to access the Foundation and Key Stage 1 curricula..

Language Steps

Language Steps is designed to develop both comprehension and expression in spoken language from a one- to a four-word level. The approach is focused on key word understanding and expression and does not explicitly target vocabulary, basic concepts or grammar. It can be used with Children with Language Delay/Disorder, Children with Learning Disabilities, Children with Autistic Spectrum Conditions

Time to Talk

- Is designed to help children aged 4-7 gain access to the curriculum and develop friendships. School can be a frustrating and confusing experience for children who have not developed their communication skills and therefore access to the curriculum may be difficult.
- Time to Talk is designed to teach and develop oral language and social interaction skills with younger children. Containing 40 sessions, designed to take place two or three times a week, Time to Talk will help you teach and develop the 'rules' of interaction with the help of Ginger Bear, who features in all the activities. The skills taught include eye contact, sharing, greetings, awareness of feelings, giving and following instructions, listening, attention and play skills.

Colourful Semantics

Aims to work on developing a child's

- spoken sentences
- answering WH-Questions
- use of nouns, verbs, prepositions and adjectives
- story telling skills
- written sentences

- written language comprehension

Children work through the 5 levels of the Colourful Semantics programme to eventually produce grammatical and informational sentences:

- Level 1 – Who? “the man”
- Level 2 – What doing? “is eating”
- Level 3 – What? “the sandwich”
- Level 4 – Where? “in the kitchen”
- Level 5 – Describe? “big”

With the end result being: “The man...is eating...the big ...sandwich...in the kitchen”

What is unique about this approach is that children learn to associate different ‘types’ of words with particular colours whereby:

- Level 1 – Who? “the man” (Subject – Orange)
- Level 2 – What doing? “is eating” (Verb – Yellow)
- Level 3 – What? “the sandwich” (Object – Green)
- Level 4 – Where? “in the kitchen” (Location – Blue)
- Level 5 – Describe? “big” (Adjective – Purple)

Colourful Semantics is used for:

- Language delay or disorder
- Specific Language Impairment (SLI)
- Autistic Spectrum Disorders
- Hearing impairment
- Mild and Moderate Learning Disabilities

Social Skills Interventions

Teaching Children to Listen

Teaching Children to Listen outlines a whole-school approach to improving listening skills. It begins by looking at why listening skills are important and how to overcome barriers to achieving them, before pinpointing the behaviours that children need to learn in order to be a good listener.

Perfect for children aged 3-11.

Socially Speaking

Socially Speaking will help you to introduce and practice skills your students need to develop and maintain relationships and to lead independent lives outside the school context. Socially Speaking is a unique social skills programme that lasts a whole school year and is divided into three units: let’s communicate, let’s be friends, and let’s practice. Aims: self-esteem will increase, their listening skills and expressive language abilities will improve.

Perfect for children aged 7-11, as well as older children with special needs.

Talk About

A practical framework for the development of social skills. Beginning with a basic assessment procedure to evaluate the self-awareness, as well as the awareness of others, it is divided into six levels: 1.Improving the awareness of self and others, including physical appearance, likes, dislikes and

problem solving; 2. Allowing children to assess their own communication skills; 3. Taking the children through eight levels of body language; 4. 'Talk about the way we talk' improving paralinguistic skills; 5. Taking the children through the processes needed to improve conversational and listening skills; 6. Awareness and use of assertiveness skills. Practical and user-friendly, this comprehensive workbook is an essential resource for running social skills groups.

Maths Interventions

First Class at Number

The intervention is delivered by a trained teaching assistant to a group of up to 4 children outside the classroom as a supplement to their daily maths lesson. 1st Class @ Number aims to raise the attainment of children who have moderate difficulties with mathematics from approximately level 1C towards level 2 (for 1st Class @ Number 1) and from Level 2C towards 3 (for 1st Class @ Number 2). It aims to build children's confidence in mathematics as well as challenging them, and seeing them succeed while having fun.

The topics focus on key aspects of number drawing on research into the maths that causes the most difficulties for children. The intervention has a post office theme; children use letters, postcards, parcels and house numbers to support their learning.

Success at Arithmetics

Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers.

For pupils mainly in Key Stage 2 who:

- need support to understand the number system and develop fluency with number facts
- were previously assessed at about National Curriculum Level 2A-3C.