



# Intervention groups and programmes on offer at White Bridge Primary School

The programmes below outline the interventions that are provided at White Bridge Primary for individual children. Not all of these interventions will run at the same time - they will be introduced when there is a need for them.

## Literacy Programmes:

| Intervention Group  | Outline of activities   |
|---|---|
| <p><b>Letters and Sounds</b><br/>(mainly used for children in KS2 who have not passed the Phonics Test)</p> | <p>Phonics scheme to improve on phonic skills for reading and spelling. There are six different phases and children are grouped according to the phase that is best suited to their ability.</p> <p>Phase 1 - phonological awareness (ability to hear sounds in words)</p> <p>Phase 2 - the first 19 letters and the sounds they make. Children are taught skills of segmenting and blending.</p> <p>Phase 3 - Teach all 44 phonemes. Some of these sounds are represented by two letters.</p> <p>Phase 4 - Consolidate the 44 phonemes already known</p> <p>Phase 5 - Children will learn alternative sounds that are represented in different words. E.g day and rain contain the same sound but are spelt differently.</p> <p>Phase 6 - teaching of present tense, suffixes.</p> |
| <p><b>Precision monitoring for high frequency words or phonic skills</b></p>                                | <p>Cumulative approach is used so when children are confident and can recall words confidently more words will be introduced. This helps children who struggle with retaining information.</p>  |
| <p><b>Catch up Literacy</b><br/>(used for children who are more than a year below)</p>                      | <p>15 minute sessions delivered one to one. Session is split into 3 minutes to discuss the book, 7 minutes reading and 5 minutes completing a linked writing task.</p> <p>Targets are set to learn how to read and spell high frequency words. Individual records are kept regarding a child's progress.</p> <p>Progress can be as much as improvement of 18 months in a child's reading age in a 6 month period.</p>   |
| <p><b>WASP</b></p>  | <p>One to one spelling programme designed for children who have difficulty spelling. It is a highly structured programme that involves children mastering how to spell a sound before moving on. The sessions do not need to be completed daily and can last for up to 40 minutes.</p>  |
| <p><b>Toe by Toe</b><br/>(used for dyslexic children)</p>   | <p>One to one reading programme designed for children with reading difficulties. It is a highly structured phonic programme that involves children mastering a sound before moving on to new sounds. Children need to work through the programme - daily for 10 minutes each session.</p>   |
| <p><b>Beat Dyslexia</b></p>   | <p>An individual programme that uses a multisensory approach to help children struggling with dyslexia. It combines successful phonological approaches with visual and aural activities to help children acquire literacy skills.</p>   |
| <p><b>One to one Phonics</b></p>  | <p>Used for children who need intensive phonic input and would not be able to access group support.</p>   |
| <p><b>Teaching children inference (KS2 only)</b></p>  | <p>Can be delivered in group or as an individual programme. Essex programme used for delivery to a group and <b>Reading Between the Lines</b> programme used for</p>  |

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|                            | individual input. Good for children who are fluent readers but struggle to pick up on clues when reading and for EAL children.  |
| <b>Comprehension group</b> | For children who can have good decoding skills but need support with understanding what they have read. Group will read a text and then answer questions on the text. The group will discuss unknown vocabulary. In year 6 time is spent coaching children on test techniques .   |
| <b>Writing group</b>       | For children who are not on track to make expected progress in writing. Group activities concentrate on sentence level activities including making sure that sentences are grammatically correct e.g subject and verb agree, tense is correct etc. Children also work on improving sentences by adding adjectives and adverbs to make their writing more interesting. |
| <b>Grammar group</b>       | To help children prepare for the end of Year 6 Grammar and Punctuation test. Children will complete activities that will help them have a better understanding of grammar.  |

### Maths Programmes:

| Intervention Group:                              | Outline of activities:   |
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| <b>Assisting Maths - resources from Collins.</b> | Group is aimed at children working just below National Curriculum levels in Numeracy. There are 12 units which cover the areas most identified to cause children difficulty. Children may or may not cover all units depending on difficulties.<br><br>Children work in groups of no more than 6 children. It is hoped that with support the children will catch up and be working at expected levels. |
| <b>Basic Maths skills</b>                        | Group aimed at children who are working at significantly below the National Curriculum. The activities are practical activities involving counting and adding numbers, ordering numbers and writing numbers.   |
| <b>Plus 1 / Power of 2</b>                       | Both are suitable for children who have difficulty understanding number and would benefit from repeated maths practice. <b>Plus 1</b> is suitable for children age 5 upwards and involves activities such as counting forwards and backwards to 10, addition and subtraction to 10. <b>Power of 2</b> is suitable for age 8 onwards.   |
| <b>Success@Arithmetic</b>                        | A 24 session programme to improve children's understanding and fluency of the four strands of number. There are 6 steps (sessions) for each of the four operations but not all children have to complete all of these. This tends to be used in year 6.  |
| <b>Four rules booster groups</b>                 | For children who at the end of year 6 are not secure in using written methods for all four rules of number.  |
| <b>Precision Monitoring for time tables</b>      | An individual approach to help children learn their times tables by using a cumulative approach. Scores are recorded daily and as the child becomes more proficient more tables are added to what they already know.   |

### Social and Emotional Programmes:

| Intervention Group  | Outline of activities  |
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| <b>6s and 7s Programme - Sunshine Club (KS1)</b>                  | Children learn to appreciate their own strengths and to understand the feelings of others. The skills children learn within the regular, small group sessions continue to develop in the classroom with noticeable improvements seen in children's confidence and resilience. Run by two trained facilitators. |
| <b>SMART thinking group (Essex behaviour management strategy)</b> | Aimed at children who find social interactions difficult to manage. The group will work through social situations and give children the option of deciding how to act - each situation is worked through so that children begin to see how their actions will affect other children.                           |
| <b>Self esteem group</b>  | Some children need confidence building as they feel they are not good at   |

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|  | anything. The group works on building children's self confidence.<br>Alex Kelly and Black Sheep Press resources are used  |
| <b>Butterfly Project</b><br>(KS2 only)       | Group run by an outside professional. Work on improving children's resilience and growth mindset. Previous cohorts have reported that children's attitudes to learning have improved.   |
| <b>Compass Club</b>                          | 10 week programme offered by Epping Forest District Council to improve self esteem and confidence in children on the SEN register. This is only run when Epping Forest have capacity. The activities are physical and involve lots of team building activities. |
| <b>Keeping safe and E-safety</b><br>(year 6) | Workshops provided by The Children's Society.   |
| <b>Music therapy</b><br>(KS1)                | Provided by the Local Delivery Group - group therapy for children that are finding school difficult.  |
| <b>Play / art therapy</b><br>(KS1)           | Provided by the Local Delivery Group - individual therapy for children that have got difficulties to deal with.   |
| <b>One to one counselling</b>                | Provided by Local Delivery Group, Children's Society, Kids Inspire and ADAS.  |

### Speech and Language Programmes:

| Intervention Group                       | Outline of activities  |
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| <b>Word retrieval group</b>              | Some children have weak word retrieval skills so find it hard to find words to describe an object. The group will use mind mapping to help children improve their ability to recall words. Word Aware can be used.   |
| <b>Speech and language group</b>         | Targets set by a speech and language therapist. The group will work on understanding spoken language and being able to express themselves.   |
| <b>Attention and Concentration group</b> | Aim is to improve children's concentration and memory skills. Children play games to improve memory, listen to 5 minute stories and have to recall them and also repeat digits back forwards and backwards.  |
| <b>Narrative Therapy</b>                 | To improve understanding of language; to improve expressive language; to improve attention and listening skills. The activities help children understand who, what, where, when and why and enables them to retell a story in their own words.   |
| <b>Colourful Stories</b>                 | Colourful Stories is a visual support strategy which helps children to learn about the structure of stories and become more confident about telling and writing stories. Colourful Stories encourages oral narrative skills and introduces written words only when the child is confident about the structure of a story and how to tell a story orally. |
| <b>Verbal reasoning</b>                  | Children are encouraged to explain why things happen. Children are shown a picture and are then encouraged to discuss what is happening and why e.g a plant has wilted because it has no water. This improves expressive speech and language skills and sequencing.  |
| <b>EAL groups</b>                        | Intended for children who speak another language at home. The group concentrates on grammar and understanding written text which are two areas that children who speak another language find difficult. There is also a basic level for children new to English which concentrates on basic conversational skills.                                       |

### Gross and Fine Motor Skills Programmes

| Intervention group       | Outline of activities   |
|--------------------------|---|
| <b>Gym trail</b>         | A range of activities intended to improve both gross and fine motor skills such as catching and throwing, skipping and balancing. Children are assessed |
| <b>Handwriting group</b> | For children who have poor pencil grip which is affecting handwriting.  |

