



Precision Maths	Precision Spelling	Shine Maths	Word Wasp	Toe by Toe	Stride Ahead
<p>Precision Maths is intended to develop the children's fluency in basic maths skills through the process of over-learning and use of multi-sensory resources.</p> <p>*Sessions take place at least four times per week in addition to daily mathematics lessons. *Led by a Teaching Assistant following the Precision Maths Probes tailored to the needs of the child/ children in the group. *Addresses any issues flagged up by Maths Teachers during daily mathematics teaching. *Over-learning of key mathematical facts with opportunities to practise these in a variety of multi-sensory ways.</p>	<p>Precision Spelling is intended to develop the children's fluency in basic spelling skills through the process of over-learning and use of multi-sensory resources. It is different to Word Wasp as it is not a phonics based programme.</p> <p>*Sessions take place around four times per week in addition to daily literacy lessons. *Led by a Teaching Assistant following the Precision Spelling Probes tailored to the needs of the child. *Children practise the set spellings in multi-sensory ways until mastery is achieved.</p>	<p>Shine Maths is targeted at children who will benefit from regular practice on key mathematics skills. These are the skills that children need to be confident with before they are able to focus on the important teaching objectives which the children must meet if they are to tackle with confidence the key objectives of KS2.</p> <p>*Sessions take place 3 or more times per week in addition to daily mathematics lessons. *Led by a Teaching Assistant following advice and input from class/ maths set teacher. *Lessons are tailored to the needs of the children in the group and will also pick up on many misconceptions or gaps in knowledge identified by the children's maths teachers.</p>	<p>Word Wasp intervention is aimed at Year 5 & 6 children, who will benefit from support with developing style and fluency within writing, as well as correct use of grammatical structures etc.</p> <p>*Sessions take place between four and five times per week in addition to literacy lessons and are led by a TA. *The scheme is structured and cumulative and helps to develop reading and spelling ability simultaneously. *Encourages the development of mastery. *Will identify and address any gaps in phonics knowledge. *Due to structure, it can be shared between home and school for maximum impact.</p>	<p>Toe by Toe Intervention is aimed at children who are finding it challenging to develop fluent reading skills, particularly in terms of word decoding ability.</p> <p>*Session take place between three and four times per week and are led by a TA. *There is a possibility of the book being shared between home and school since the programme is cumulative and highly structured. Working in this way would maximise impact. *The programme is multi-sensory. *The learner is able to see their progress in small steps which can be highly motivating.</p>	<p>Stride Ahead is a programme that builds on children's ability to decode multisyllabic words.</p> <p>*Sessions take place upto four times per week. *Sessions are run on a 1:1 basis. *Due to the scheme being highly structured, the resource can be delivered at home as well as at school, *Sessions are in addition to the usual daily literacy lessons. *The programme encourages mastery in sounding out and then blending multisyllabic words together for reading. *The programme also supports the development of comprehension skills.</p>





Plus 1	Power of 2	Beat Dyslexia	Sound Linkage	IDL and Nessy	Language for Thinking
<p><i>Plus 1 is an intervention intended to develop children's fluency and mastery in basic maths skills through the proves of over-learning and the use of multi-sensory teaching.</i></p> <p>*Sessions would usually take place four times per week in addition to daily mathematics lessons. *The session are led by a Teaching Assistant. *The book is essentially a coaching manual which allows anyone to deliver individual support, which means that it can be shared between home and school to maximise impact. *The book teaches all the building blocks of numbers, and begins to develop skills with mental calculations.</p>	<p><i>Power of 2 is intended to develop the children's fluency and mastery in basic maths skills through the process of over-learning and use of multi-sensory resources.</i></p> <p>*Sessions would usually take place at least four times per week in addition to daily mathematics lessons. *Led by a Teaching Assistant following the Power of 2 cumulative, structured programme. As it is highly structured it can be shared between home and school to maximise impact. *Over-learning of key mathematical facts with opportunities to practise these in a variety of multi-sensory ways.</p>	<p><i>Beat Dyslexia is a series of six books that has been designed to help any child who is struggling to read, write or spell. The first three books work on securing the basics (all the consonants, blends, digraphs and short vowels. Books 4 – 6 deal with long vowels and other spelling patterns. It is a carefully structured, multisensory programme that helps the learner to understand the linguistic and phonological structure that underpin literacy.</i></p> <p>*Beat Dyslexia is delivered by a Teaching Assistant who follows the structure of the teaching materials. *Sessions are generally completed 1:1 or 1:2 where appropriate. *Sessions usually last between 20 and 30 minutes and are generally in addition to literacy lessons.</p>	<p><i>Sound Linkage is a specific intervention that focuses on developing a child's reading and is often used to support those students with dyslexia. It contains a phonological training programme and these underlying skills are tested prior to the child commencing the programme. The ten sections: Identification of words and syllables Identification and supply of rhyming words Identification and discrimination of phonemes Blending; Segmentation Deletion; Substitution and transposition of phonemes in words</i></p> <p>*Sound Linkage is delivered one-to-one by a Teaching Assistant with support given by the SENCo. *The programme is usually delivered four times per week.</p>	<p><i>IDL and Nessy are cloud-based interventions so they can be easily accessed from home as well as from school.</i></p> <p>IDL can be used to support Numeracy and Literacy and any child in school can request an account. NUMERACY: there is an on-line numeracy assessment which determines a child's appropriate starting point. LITERACY: the staff in school will assess your child's reading and spelling. This data will then be used to determine your child's starting point on the programme.</p> <p>NESSY: specific children have licences for the Nessy Literacy Programme. An online assessment determines the appropriate startpoint.</p>	<p><i>Language for Thinking is an intervention that supports the development of children's language from the concrete to the abstract. It supports the verbal reasoning.</i></p> <p>*This structured intervention is delivered to either individual or small groups of children who need to develop their vocabulary and verbal reasoning skills. *The sessions usually last around 20-30 minutes and take place once or twice per week, depending on need. *The sessions are run by a Teaching Assistant. *There are clear beginning and end assessment materials to measure impact and to decide on which level of questioning is most appropriate.</p>





Feelings Detectives	FRIENDS	ELSA	Lego Therapy	Write from the Start	
<p><i>Feelings Detectives is a CBT intervention aimed at children with communication and interaction difficulties. It teaches coping skills to help young people manage anxiety using cognitive behavioural therapy principles (CBT). The programme has been designed and valued by educational psychologists.</i></p> <p>*Sessions are led by a Teaching Assistant. *The sessions are upto two times per week and will last between 30 – 40 minutes. *Each ‘Trainee Detective’ will receive their own Detective Notebook to use during the programme and keep.</p>	<p><i>The FRIENDS programme is a school-based resilience intervention proven to reduce anxiety and depressions and promote positive mental health for children and young people. It is based on Cognitive Behaviour Therapy (CBT). Teaching Assistants who deliver this have attended accredited facilitator courses.</i></p> <p><i>F – Feelings R – Remember to relax I – I can do it! E – Explore solutions N – Now reward yourself D – Don’t forget to practise S – Smile, stay calm</i></p> <p>*The intervention is either run with a small group or on an individual basis, depending on the child/ children’s needs. *Sessions are led by a Teaching Assistant. *Sessions are usually around 30 minutes.</p>	<p>ELSA (Emotional Literacy Support Assistants). <i>ELSAs have engaged with an intensive training programme under an Educational Psychologist which takes place over a number of sessions. The number of sessions required will be as individual as the child.</i></p> <p>*The intervention is supports children in learning to recognise, label and express basic emotions. *The sessions also help children to learn to respect the feelings of those around them. *The sessions also provide time and space for pupils to think about their personal circumstances and how they can manage them. *Sessions may support a child through: Loss and bereavement Self-esteem Friendship issues Anxiety and/ or stress Divorce/ Separation Anger management</p>	<p>Lego Therapy <i>intervention is a group intervention that is used to improve social skills and communication and language skills through teamwork. It also encourages the strengthening of problem-solving activities, task ‘stickability’, teamwork and understanding and following instructions.</i></p> <p>*The sessions are led by a Teaching Assistant. *Groupings for Lego Therapy are in threes with each child taking on a specified role on a rotational basis each session. *There is a beginning and end point assessment which is used to monitor impact.</p>	<p>Write from the Start: The Teodorescu Perceptuo-Motor Programme <i>is aimed at developing the fine motor and perceptual skills for effective handwriting. The programme includes structured activities that develop the muscles of the hand, so that children gain the necessary control to produce letter forms – alongside perceptual skills that are required to orientate and organize letters and words.</i></p> <p>*Sessions are led by a Teaching Assistant. *Handwriting sessions are best delivered in short but frequent bursts to avoid over-tiring. *In addition to rehearsing handwriting, children may be given the opportunity to try out aids such as pencil grips and writing slopes.</p>	

