***INTERVENTION OFFER FOR LITERACY***

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| **Wave 3****Severe Need** | **End Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonic Phase** | **2 / 3** | **2-3** | **2-3** | **2-3** | **2-3** | **2-3** |
| **NC Level at start** **of year** | **Below 4 (FSP in CLLD)** | **Within P scales** | **L1c not secure** | **L1b & below** | **L2c & below** | **L2b & below** |
| **Intervention Offer** | * Detailed individual assessment for literacy

 including phonics  (phase allocated)* Daily reading to an adult 15 minutes.
 | * Detailed individual assessment for literacy

 including phonics  (phase allocated)* *Daily reading to an adult. 15 Minutes a Day*
 | * Detailed individual assessment for literacy

 including phonics  (phase allocated)* Reading Recovery Mrs Barns TA 3xweekly.
 | * Detailed individual assessment for literacy

 including phonics  (phase allocated)* Reading Recovery Mrs Barns TA 3xweekly.
 | * Detailed individual assessment for literacy

 including phonics  (phase allocated)* Reading Recovery Mrs Barns TA 3xweekly.
 | * Detailed individual assessment for literacy

 including phonics  (phase allocated)* Reading Recovery Mrs Barns TA 3xweekly.
 |
| **MONITORING** | * Close monitoring & review **every 6 wks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 wks**
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| **Wave 2** | **End Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonic Phase** | **3 / 4** | **4-5** | **4-5** | **4-5** | **4-5** | **4-5** |
| **NC Level at start** **of year** | **Below 5 (FSP)** | **Within P scales** | **L1b and below** | **L1a not secure** | **L2b not secure** | **L2a not secure** |
| **Intervention offer** | * Detailed individual assessment for literacy including phonics

 (phase allocated)* Additional phonics groups 15 mins daily.
* Guided reading groups
 | * Detailed individual assessment for literacy including phonics

 (phase allocated)* Additional phonics groups 15 mins daily.
* Guided reading groups
* Spelling groups
* High frequency word groups 15 mins
 | * Detailed individual assessment for literacy including phonics

 (phase allocated)* Reading /Phonic Catch-Up **x3** 20 mins week
* Spelling contract 3 x15 mins wekly
* Comprehension work 20 mins weekly.
 | * Detailed individual assessment for literacy including phonics

 (phase allocated)* Reading /Phonic Catch- Up **x3**  20 mins week
* Spelling contract 3 x15 mins wekly
* Comprehension work 20 mins weekly.
 | * Detailed individual assessment for literacy including phonics (phase allocated)
* Reading /Phonic Catch-Up **x3** 20 mins week
* Spelling contract 3 x15 mins wekly
* Comprehension work 20 mins weekly.
 | * Detailed individual assessment for literacy including phonics

 (phase allocated)* Reading /Phonic Catch-Up **x3** 20 mins week
* Spelling contract 3 x15 mins weekly
* Comprehension work 20 mins weekly.
 |
| **MONITORING** | * Close monitoring & review **every 6 weeks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 weeks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 weeks**
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***INTERVENTION OFFER FOR MATHEMATICS***

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **NC Level at** ***start* of year** | **<L1c** | **L1c** | **<L2c** | **L2c-2b** | **<L3** | **L3** |
| **Intervention Offer***(highlight for child)* | * Mathletics
* Small group/individual focused maths work.
 | * Mathletics
* Small group/individual focused maths work.
 | * Power of 2 Maths programme.
* *1stClass@number 2 (lower KS2) chdn at* ***2c*** *- Supports the acquisition of key skills* – Teaching Assistant
 | * Power of 2 Maths Programme.
* *1stClass@number 2 (lower KS2) support the acquisition of key skills* – Teaching Assistant
 | * Power of 2 Maths Programme.
* Differentiated maths work to suit the individual/groups.
* Children streamed in Year 5/6.
 | * Power of 2 Maths Programme.
* Differentiated maths work to suit the individual/groups.
* Children streamed in Year 5/6.
 |
| **MONITORING** | * Close monitoring & review **every 6 wks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 wks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 wks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 wks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 wks**
* Pupil Progress Meetings November & March
 | * Close monitoring & review **every 6 wks**
* Pupil Progress Meetings November & March
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| Provision Management for Speech, Language and Communication |
|  | **Year R** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| Wave 3 | Referral to SALT with records of intervention from Language groups and rescreening information. Follow SALT programmes as recommended by SALT | Referral to SALT with records of intervention from Language groups and rescreening information. Follow SALT programmes as recommended by SALT | Referral to SALT with records of intervention from Language groups and rescreening information. Follow SALT programmes as recommended by SALT | Referral to SALT with records of intervention from Language groups and rescreening information. Follow SALT programmes as recommended by SALT |
| Wave 2 | **Language:*** Living Language Groups. Rescreen after 6 months. Follow recommendations for referral or further class based interventions.

**Speech:*** Follow Speech Link programmes as recommended.
 | **Language:*** Continue with Speech Link Programmes
* Talk Boost Language Groups using Progression tool to establish baseline and evaluate progress.
* KS1 Narrative intervention Programme (Black Sheep Press) Progression tool to establish baseline and evaluate progress.

**Speech:** * Follow Speech Link programmes as recommended.
* Phonological awareness programmes
 | **Language:*** Language for Thinking.
* New Reading and Thinking. Progression tool to establish baseline and evaluate progress
* KS1 or 2 Narrative intervention Programme (Black Sheep Press) Progression tool to establish baseline and evaluate progress.

**Speech:*** Follow Speech Link programmes as recommended.
* Phonological awareness programmes
 | **Language:** * New reading and Thinking. Progression tool to establish baseline and evaluate progress
* KS2 Narrative intervention Programme (Black Sheep Press) Progression tool to establish baseline and evaluate progress
* Secondary Transfer Programme in Year 6

**Speech:*** Follow Speech Link programmes as recommended.
* Phonological awareness programmes

**NB:** Highly likely that pupils with speech production needs would be known to SALT by this point |
| Wave 1 | **Language:**Infant Language - whole class screening and classroom strategies**Speech:**Speech Link screening for pupils with speech production difficulties – follow recommendations at Wave 2**Every Child a Talker strategies at all times** | **Language:** Strategies to support* Vocabulary and concept learning
* Active listening
* Talk Boost key principles in class

**Speech:*** Phonological awareness activities

**Talk Boost Principles****Every Child a Talker strategies at all times** | **Language:** Strategies to support* Vocabulary and concept learning
* Active listening
* Talk Boost key principles in class

**Speech:*** Phonological awareness activities

**Every Child a Talker strategies at all times** | **Language:** Strategies to support* Vocabulary and concept learning
* Active listening
* Talk Boost key principles in class

**Speech:*** Phonological awareness activities

**Every Child a Talker strategies at all times** |