***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** * 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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| **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** * Pupil Progress Meetings November & March | * 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** * Pupil Progress Meetings November & March |

***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** |