

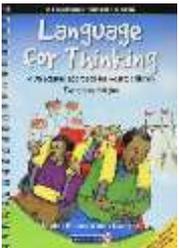
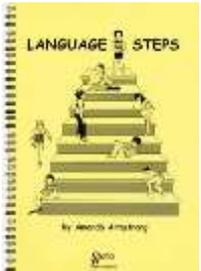
# Finlay Community School

## Interventions

### Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

# Speech and Language

Intervention	What is it?
<p data-bbox="112 351 324 454">Language for</p>  <p data-bbox="123 750 313 805">Thinking</p>	<p data-bbox="369 351 2161 534"><u>Language for Thinking</u> is a structured approach to develop children's language from the 'here and now' to the 'how and why'. 50 black and white drawings form the backbone of the resource, written scenarios and question sheets are provided, so adults can ask carefully promote children's verbal reasoning and thinking skills.</p> <p data-bbox="369 566 2161 654">The resource can be used flexibly with whole classes as the basis of a literacy lesson, or with small groups or on a 1:1 basis.</p> <p data-bbox="369 686 1825 726">It is most applicable for use by staff working with 4-7 year old children.</p> <p data-bbox="369 798 1310 845"><a href="http://thinkingtalking.co.uk/language-for-thinking/">http://thinkingtalking.co.uk/language-for-thinking/</a></p>
<p data-bbox="112 957 324 1013">Language</p>  <p data-bbox="156 1356 280 1412">Steps</p>	<p data-bbox="369 957 2116 1045"><u>Language Steps</u> targets language comprehension and expression. The programme includes language activities targeting one, to four word level.</p> <p data-bbox="369 1077 2184 1212">The approach is focused on key word understanding and expression and does not explicitly target vocabulary, basic concepts or grammar. The aim of the approach is to develop the amount of information carrying words a child says and/or understands.</p> <p data-bbox="369 1244 2139 1332">The programme consists of 7 sections which each have 6 sessions plans and associated homework activities. This is a photocopyable resource, therefore sheets can be sent home.</p> <p data-bbox="369 1364 862 1404">Who can it be used with</p>

- Children with Language Delay/Disorder
- Children with Learning Disabilities
- Children with Autistic Spectrum Conditions
- Children with Genetic conditions

<https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/language-steps/>

### Clear Pic



**CLEAR Pictos** are a unique type of resource - part pictures, part toys. They are a series of ten interactive resource sets that explore sentence building at different levels.

Children listen to simple instructions and move the pieces into place accordingly. When it's their turn to give the instructions, they have cue cards to help and the reward of seeing how successful their communication has been.

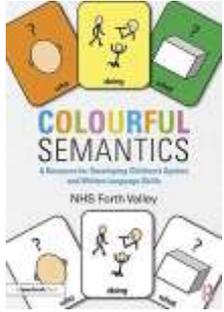


<http://www.clear-resources.co.uk/ClearProductsPage.html>

### Colourful Semantics

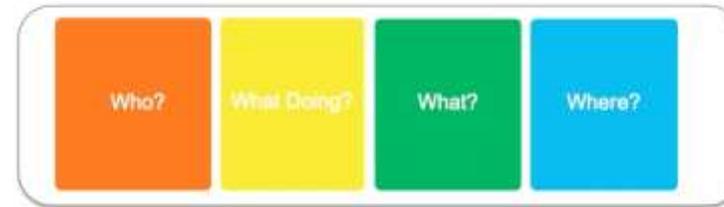
**Colourful Semantics** is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.



The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

1. WHO - Orange
2. WHAT DOING - Yellow
3. WHAT - Green
4. WHERE - Blue



### Who can use Colourful Semantics?

The approach can be used with children with a range of Speech, Language and Communication Needs including:

- Specific Language Impairment
- Developmental Delay or Disorder
- Autistic Spectrum Condition
- Down Syndrome
- Literacy difficulties

### Why use Colourful Semantics?

There are a range of benefits to using this approach, including but not limited to;

- Encouraging wider vocabulary
- Making sentences longer
- Helps children to answer questions or generate responses to questions
- Developing use of nouns, verbs, prepositions and adjectives

- Improves story telling skills
- Can be transferred to written sentences and written language comprehension
- Can be carried out individually or in small groups

<https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/>

## Black Sheep



Resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).

The resources have clear instructions and appealing illustrations and are devised by experts.

<https://www.blacksheepress.co.uk/>

## Barrier Games



Barrier games are a language game in which two players sit across from each other with a barrier between them. ... The barrier is placed between the players to hide one's scene from the other player, but still be able to make eye contact - similar to the board game Battleship.

- Each player has an identical set of materials and background scenes
- One player places an item or object onto their scene, giving specific and detailed verbal instructions to the other player about what object they are placing, where they are placing it, and how they are placing it

- The opposite player listens carefully and attempts to place the same object in the exact same place on their landscape or scene using only the verbal instructions that they were given (they are also allowed to ask questions for clarification)
- Repeat the two above steps until all items are placed
- Remove the barrier and compare the scenes of the two players, checking to see how similar they look (the goal is to have them be as similar as possible).

<https://www.andnextcomes1.com/p/speech-barrier-games.html>

# Fine and Gross Motor Skills

Intervention	What is it?
<p data-bbox="159 405 271 456">Fizzy</p> 	<p data-bbox="365 352 2152 448"><i>The Fizzy and Clever Hands Programme has been developed by therapist in Kent Community NHS Trust.</i></p> <p data-bbox="365 480 741 520"><i>It has three stages</i></p> <ul data-bbox="365 544 808 711" style="list-style-type: none"><li data-bbox="365 544 752 584">• <i>Beginners (level 1)</i></li><li data-bbox="365 608 808 647">• <i>Intermediate (level 2)</i></li><li data-bbox="365 671 770 711">• <i>Advanced (level 3)</i></li></ul> <p data-bbox="365 807 2063 943"><i>The FIZZY and Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging.</i></p> <p data-bbox="365 999 2096 1142"><i>It can be helpful to use this programme when you are concerned about a child's motor skills. It can help you to establish whether or not a referral to occupational therapy is required or can be used while a child is waiting to be seen by occupational therapy.</i></p> <p data-bbox="365 1198 1928 1294"><a data-bbox="365 1198 1928 1294" href="https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/"><u>https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/</u></a></p>

## Dough



## Disco

*Dough disco* involves moulding dough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it.

Dough Disco™ is a fine muscle exercise that Shonette invented when she realised the children in her class were struggling to write letters.

With a daily Dough Disco™ the child's brain learns to control the fingers a lot quicker.

It has no age limit because fine muscle needs exercise just like gross muscles.

The YouTube Channel - Spread The Happiness TV is full of Dough Disco™ resources, that your class can sing and follow along to.

<https://www.spreadthehappiness.co.uk/dough-disco/>

## Theraputty



*Theraputty* is an occupational therapy intervention for children who have fine motor difficulties, as well as poor postural motor control. The following are some examples of important functional tasks that the children may have difficulties with:

- Tying shoes.
- Zipping and unzipping.
- Buckling and unbuckling.
- Writing legibly and without significant muscle fatigue.
- Playing games that require precise hand and finger control.

- Drawing, painting, and colouring.
- Manipulating buttons and snaps.
- Using scissors.
- Holding and using utensils (i.e. cutlery) properly and effectively.
- Screwing and unscrewing.

Theraputty is a strong, non-toxic, latex free putty-like material that leaves no residue and won't fragment, separate stain or stick to skin. There are 6 different colours, each having a different degree of resistance when handled. The putty can be stretched, pinched, kneaded, squeezed and separated.

Please note that you need to use the theraputty on a clean smooth surface, preferably a table. When the theraputty is excessively stretched, it can break down into fine strands, therefore care should be taken with these as they 'stick' to carpets and clothing.

<https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/theraputty-hand-strength-exercises/>

## Funky Fingers



*Funky Fingers* is a series of fun activities for children to build up their upper body strength (gross motor skills) and finger/hand strength and control (fine motor skills).

- See below for lots of different ideas and activities.

<https://www.pinterest.co.uk/nicm0y/eyfs-fine-motorfunky-fingers/>

<http://therapystreetforkids.com/fm-strength.html>

# Handwriting

Intervention	What is it?
<p data-bbox="94 347 407 399"><i>Write from the</i></p>  <p data-bbox="201 805 313 853"><i>Start</i></p>	<p data-bbox="439 347 2145 587"><i>The <u>Write From The Start</u> programme offers a radically different and effective approach that will guide children through the various stages of perceptual and fine-motor development to lay the foundations for flowing, accurate handwriting. The approach has proved to be highly successful in a variety of contexts, and with children with a range of needs.</i></p> <p data-bbox="439 603 2145 798"><i>The programme contains over 400 carefully graded activities that develop the intrinsic muscles of the hand so that children gain the necessary control to form letter shapes and create appropriate spaces between words, alongside the following perceptual skills required to orientate letters and organise the page:</i></p> <ul data-bbox="439 869 1025 1212" style="list-style-type: none"><li>• <i>hand-eye co-ordination</i></li><li>• <i>form constancy</i></li><li>• <i>spatial organisation</i></li><li>• <i>figure-ground discrimination</i></li><li>• <i>orientation</i></li><li>• <i>laterality.</i></li></ul> <p data-bbox="439 1284 2072 1428"><i>The cumulative programme is structured into 8 sections. At each stage, the photocopiable exercise sheets can be made into booklets so that pupils, parents and teachers can easily monitor progress and achievement.</i></p>

# Reading

Intervention	What is it?
<p data-bbox="107 347 360 400"><i>Toe by Toe</i></p> 	<p data-bbox="398 347 2101 440"><i>Toe By Toe</i> is a small red book designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties.</p> <p data-bbox="398 501 2168 657"><i>Toe By Toe</i> supports any child or adult who has difficulty in <b>decoding</b> (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word).</p> <p data-bbox="398 671 2107 828">It is recommended that the minimum age for a child to start <i>Toe By Toe</i> would be: <b>7+ years of age</b>. In the UK then the optimum age to begin <i>Toe By Toe</i> (if it is delivered in school time) would be the start of Year 3.</p> <p data-bbox="398 930 1218 975"><a href="https://toe-by-toe.co.uk/what-is-toe-by-toe/">https://toe-by-toe.co.uk/what-is-toe-by-toe/</a></p> <p data-bbox="398 1026 1984 1070"><b>PowerPoint</b> : <a href="https://toe-by-toe.co.uk/wp-content/uploads/2020/08/Toe-By-Toe-parents.pdf">https://toe-by-toe.co.uk/wp-content/uploads/2020/08/Toe-By-Toe-parents.pdf</a></p>
<p data-bbox="91 1125 371 1177"><i>Rising Stars</i></p>	<p data-bbox="398 1125 2074 1217"><b>On Track Reading</b> Raise English attainment with targeted, step-by-step intervention for comprehension, writing and grammar</p> <p data-bbox="398 1241 2107 1350">Easily identify gaps and weaknesses in comprehension, grammar and writing using the built-in diagnostic tools.</p>



Ensure TA's have everything needed to lead intervention with clearly structured, pre-planned sessions, pupil resources, audio and supporting videos.

Build children's confidence with fun group activities that carefully introduce, model and practice learning objectives

Link intervention to the wider curriculum and build topic vocabulary with fiction and non-fiction source texts that explore themes such as influential figures, space and computing.

Use the assessment tasks and guidance to assess individual pupil progress and decide next steps for learning.

# Maths

Intervention	What is it?
<p data-bbox="129 347 324 391">Numicon</p> 	<p data-bbox="376 347 2177 491"><u>Numicon</u> is an approach to teaching maths that helps children to see connections between numbers. It is a <i>multi-sensory</i> way of learning, which means children learn by seeing and feeling.</p> <p data-bbox="376 523 2177 667">Based on a <i>concrete-pictorial-abstract</i> approach, Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts.</p> <p data-bbox="376 746 2177 986">Physical resources like the colourful Numicon Shapes, are an important part of Numicon. The holes in the Numicon Shapes represent the numbers 1 to 10. When they are arranged in order, as in the picture below, children can easily see connections between numbers, such as 'one more' or 'one less'.</p>  <p data-bbox="376 1002 2177 1145">Later on, your child will be able to see more <i>complex mathematical ideas</i>, like how two fours make eight, three twos make six, and so on. This lays the foundation for their understanding of number all the way through school.</p> <p data-bbox="376 1177 555 1220"><i>Numicon:</i></p> <p data-bbox="376 1305 2177 1449">Can be used flexibly alongside your existing resources, or as a complete maths programme Includes a range of professional development options to suit the needs of your school and staff</p>

Helps you to assess a child's understanding and progress by watching and listening to what they do and say

<https://global.oup.com/education/content/primary/series/numicon/?region=uk>

## Rising Stars



On Track Maths is a new intervention programme that enables teachers to identify gaps in children's knowledge and understanding across the new mathematics curriculum. Once the gaps have been identified, the resource provides a comprehensive range of lessons and activities that can be used to teach, apply, consolidate and assess the learning - providing a firm foundation for progress.

What's Included?

*On Track Maths* Key Stage 1 Pack includes a ring binder containing the Teacher's Guide and KSI Activity pack as well as permanent online access to KSI content via My Rising Stars.

Teacher's Guide includes guidance on implementing effective intervention and identification grids to identify assess weaknesses and misconceptions.

Photocopiable activities in ring binders provide intervention for each mathematical strand. Sets of 20-minute lessons for every mathematical strand, including one assessment lesson per strand are also included.

Printable PDFs of the Teacher's Guide, KSI Activities and resource sheets as well as identification grids to assess needs are all available to access for all your teachers via My Rising Stars.

<https://www.risingstars-uk.com/series/on-track-maths>

# Maths or Literacy

Intervention	What is it?
<p>Precision Teaching</p>	<p>Precision teaching is an effective intervention for monitoring the progress of a child who is having difficulty acquiring and maintaining educational skills. It can be used in early years, primary and secondary settings and can be applied to areas of the curriculum that can be broken down into clear objectives, e.g.: numeracy and literacy skills.</p> <p>THE LEARNING HIERARCHY</p> <ul style="list-style-type: none"><li>• STAGE 1: ACQUISITION The child learns a skill to accuracy. The best teaching methods for accuracy building are: modelling, imitation, cueing, visual prompting and drills.</li><li>• STAGE 2: FLUENCY (PROFICIENCY) In this process, the child reaches accuracy with the skill to the level where they are unlikely to forget it. This is in effect 'over learning' the important thing about this stage is speed and automaticity. The best teaching methods are: drills, repetition and timed tasks.</li><li>• STAGE 3: MAINTENANCE By the end of this stage a level of proficiency is reached in terms of accuracy and fluency. The skill is retained and available for the child to use when needed and over time. The best teaching method is providing opportunity to use the skill over and over of intermittent testing of the skill.</li></ul>

- STAGE 4: GENERALISATION Under instruction the child or young person can apply the skill under different conditions or in novel situations. The best teaching methods are discrimination training and differentiation training.
- 
- STAGE 5: ADAPTION/DISCRIMINATION In this stage the child or young person can apply their skills to new situations or under different conditions without the need for specific instruction. They do it naturally. The best teaching methods are; problem solving and simulation exercises.

PROBES The test sheets in Precision Teaching are called PROBES. There are templates for making your probes or you can use a website which makes it easier to do

<http://www.johnandgwyn.co.uk/literacy.html#PT>

**Precision Teaching – Reading Example**

**Ben's Pre-intervention Assessment**

Ben is in year 1 and finds it very difficult to recognise and read common reception words. The teacher has used basic on-phoneme writing for year 1 common reception words, and the results are shown below.

the	✓	was		there	
is	✓	and		where	
at	✓	they		how	
today	✓	be	✓	more	
of	✓	for		more	
and	✓	on		are	
open	✓	the		again	
we	✓	we	✓	with	
went	✓	no	✓	hand	
was	✓	an		school	
is	✓	no		at	
has	✓	by		with	
had	✓	the		and	
I	✓	from		but	

The words Ben wrote (highlighted) are correct, and the ones he doesn't know are all blank.

This assessment shows the teacher to use what words to work on as well as all the key words for the Precision Teaching programme. The teacher will pick the words that Ben has written (just correctly) and then words that have not been listed (just incorrectly), and put these into the grid below. This will be the start of the intervention.

**Precision Teaching – Reading Example**

**Ben's Probe Sheet**

The teacher has picked the first three words Ben is confident with, written out the 6 words, and the first two words he couldn't read, written on today and said. These are placed randomly throughout the probe. The teacher has underlined the words he found difficult to read, using his word-recognition activities.

Then, at the end of the session, Ben read out each of these words as he could to see how well with the teacher's help he has made his first attempts and how many he read correctly.

the	is	said	do	today
is	said	today	the	do
today	the	is	do	said
do	today	said	is	the
today	the	do	said	is
said	is	today	the	do
is	said	do	today	the
today	the	is	do	said

Comments: Ben read 11 words correctly and all correctly in 10 of the 12 words from his original assessment that he is getting wrong.

