



Saint Michael Catholic Primary School & Nursery

Interventions

Mission Statement:

Excellence • Enrichment • Enjoyment

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Interventions

Reading Interventions

Little Wandle

We follow the reading programme by Little Wandle from Nursery. If children beginning to fall behind with the programme catch up groups are run by Staff to enable children to learn at their own pace.

Literacy Interventions

Toe by Toe

Toe By Toe is designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. *Toe By Toe* supports any child or adult who has difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word). It is our recommendation that the minimum age for a child to start *Toe By Toe* would be: 7+ years of age. In the UK then the optimum age to begin *Toe By Toe* (if it is delivered in school time) would be the start of year 3.

Language and Communication Interventions

Language for Thinking

While most children develop verbal reasoning skills with relative ease, others find it more challenging. Verbal reasoning is particularly difficult for children who are recognised as having delayed language skills, specific language impairment, Autistic Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate learning difficulties. Children with less obvious oral language difficulties may begin to struggle when they start to read.

This resource provides a clear structure to assist teachers, SENCOs, learning support assistants and speech language therapists in developing children's language from the concrete to the abstract. It is based on fifty picture and verbal scenarios that can be used flexibly with a wide range of ages and abilities.

Quick, practical and easy to use in the classroom, this programme can be used with individual children, in small groups or can form the basis of a literacy lesson or speech language therapy session.

The book is particularly useful for children who are recognised as having delayed language skills, specific language impairment, Autism Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate learning difficulties.

PORIC

PORIC is a program designed to assess and develop the linguistic concepts (descriptive vocabulary) needed to access the Foundation and Key Stage 1 curricula. It is based on the core vocabulary and

linguistic concepts incorporated in Ann Locke's 'Living Language' programme which underpins most of the Maths and Science curricula in all four countries of the UK.

Pre Vocabulary Teaching

Pre-teaching vocabulary facilitates the reading of new text by giving students the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension.

Language Builders

This invaluable book provides detailed advice and activities to promote the communication skills of all school age children. It develops ideas suitable for children at primary school. It has been written to be accessible to parents, learning support assistants and teachers and many speech and language therapists use it in their daily work. It addresses many areas including:

- Attention and listening
- Helping school age children understand spoken language and develop verbal reasoning skills
- Helping school age children develop their expressive language
- Phonological processing activities
- Developing vocabulary and story writing and use of mind maps
- Helping school age children develop their social skills
- Helping school age children with unclear speech

Talk Boost

Early Talk Boost is a targeted programme aimed at 3-4 year old children who need help with talking and understanding words. Most importantly, the programme helps to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 5 months after 9 weeks.

Children who are selected to take part in the programme will attend three sessions per week during circle/story time, each lasting 15-20 minutes delivered by an early years practitioner. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.

Colourful Semantics

Aims to work on developing a child's

- spoken sentences
- answering WH-Questions

- use of nouns, verbs, prepositions and adjectives
- story telling skills
- written sentences
- written language comprehension

Children work through the 5 levels of the Colourful Semantics programme to eventually produce grammatical and informational sentences:

- Level 1 – Who? “the man”
- Level 2 – What doing? “is eating”
- Level 3 – What? “the sandwich”
- Level 4 – Where? “in the kitchen”
- Level 5 – Describe? “big”

With the end result being: “The man...is eating...the big ...sandwich...in the kitchen”

What is unique about this approach is that children learn to associate different ‘types’ of words with particular colours whereby:

- Level 1 – Who? “the man” (Subject – Orange)
- Level 2 – What doing? “is eating” (Verb – Yellow)
- Level 3 – What? “the sandwich” (Object – Green)
- Level 4 – Where? “in the kitchen” (Location – Blue)
- Level 5 – Describe? “big” (Adjective – Purple)

Colourful Semantics is used for:

- Language delay or disorder
- Specific Language Impairment (SLI)
- Autistic Spectrum Disorders
- Hearing impairment
- Mild and Moderate Learning Disabilities

Social Skills Interventions

Attention Bucket

Attention Bucket is a structured intervention. It aims to develop attention, communication, and social interaction skills in children. The approach is playful, engaging, and visually stimulating, using a “bucket” filled with exciting objects to capture attention. The primary goals are to:

- Develop shared attention and focus.
- Build communication and language skills.
- Encourage turn-taking, waiting, and engagement.
- Promote positive social interaction through fun and motivating activities.

There are four stages to the intervention, each building on the previous stage:

- Stage 1 – The Bucket: A bucket filled with visually stimulating items is used to capture and sustain attention. The adult takes out the items one at a time and models excitement and engagement.
- Stage 2 – Attention Builder: A fun, engaging activity is demonstrated by the adult to maintain shared attention, and the children are invited to participate.
- Stage 3 – Turn Taking: Children take turns participating in a simplified version of the activity, taking turns with their peers.
- Stage 4 – Independent Work: Children complete a related task independently, promoting generalisation and focus.

Not all children will reach Stage 4 and progression depends on individual readiness.

6. Frequency and Duration Sessions typically last 10–30 minutes,

depending on the stage and group. Sessions should be delivered regularly to build routine and reinforce skills

Socially Speaking

Socially Speaking will help you to introduce and practice skills your students need to develop and maintain relationships and to lead independent lives outside the school context. Socially Speaking is a unique social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practice. Aims: self-esteem will increase, their listening skills and expressive language abilities will improve.

Perfect for children aged 7-11, as well as older children with special needs.

Maths Interventions First Class at Number

The intervention is delivered by a trained teaching assistant to a group of up to 4 children outside the classroom as a supplement to their daily maths lesson. 1st Class @ Number aims to raise the attainment of children who have moderate difficulties with mathematics from approximately level 1C towards level 2 (for 1st Class @ Number 1) and from Level 2C towards 3 (for 1st Class @ Number 2). It aims to build children's confidence in mathematics as well as challenging them, and seeing them succeed while having fun.

The topics focus on key aspects of number drawing on research into the maths that causes the most difficulties for children. The intervention has a post office theme; children use letters, postcards, parcels and house numbers to support their learning.

Success at Arithmetics

Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers.

For pupils mainly in Key Stage 2 who:

- need support to understand the number system and develop fluency with number facts
- were previously assessed at about National Curriculum Level 2A-3C.

Emotional Support

ELSA

ELSA is an initiative developed and supported by Educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. Our qualified ELSA, Emotional Literacy Support Assistant has been trained by Educational Psychologists to plan and deliver programs of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions take place in our very own 'ELSA room' which provides a calm, safe space for the child to feel supported and

Loss and bereavement

