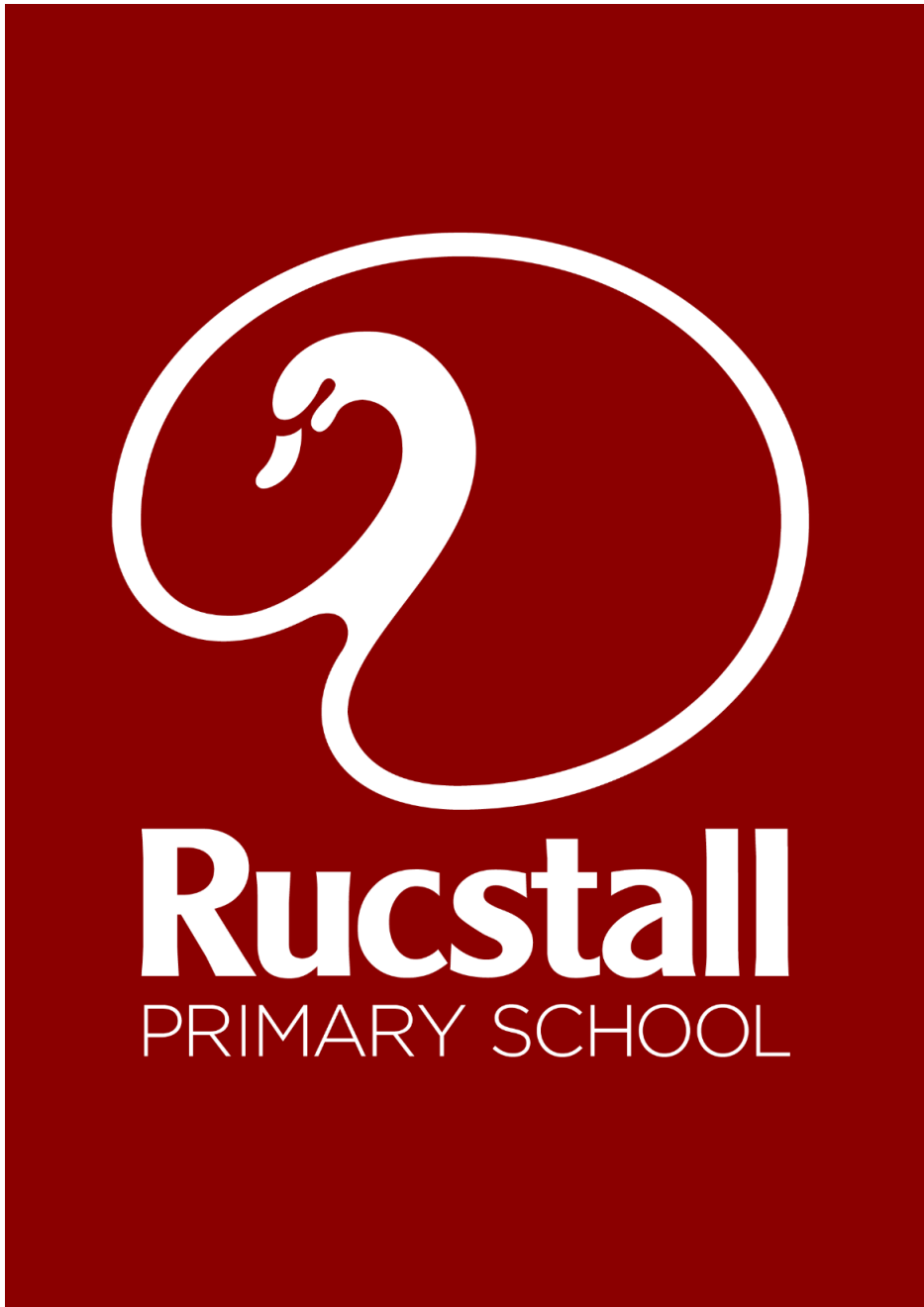


Interventions



A guide for parent/carers

Precision Teaching

Precision Teaching is a teaching method used to accelerate progress. It is very effective for children struggling to acquire automaticity in learning letter sounds, recognising, whole words, spelling times tables, and number facts.

The Precision Teaching programme is delivered daily over a fixed period of time. The child's daily performance is recorded and this process is known to increase motivation

This is a simple but intense teaching method aimed at helping a child to embed facts through high repetition. It is an effective, proven method to accelerate progress.

The method aims to enable a child to recall the targeted facts in order to be able to apply it independently in class.

name: group/class:

Individual Precision Teaching Probe Record

Sight words for this probe:

Plot "correct" score with a ● and "incorrect" score with a x in the between the grid lines.

correct

incorrect

This sheet and other Precision Teaching resources are available for free download from www.johnmndgwyn.co.uk

SAMPLE PROBE SHEET

they	said	when	they	are
said	when	how	are	when
when	they	are	how	said
are	when	how	they	how
when	said	are	when	said
they	are	how	they	said
how	they	how	said	when
are	how	they	are	said

Language Link



What is a Language Link?

Language Link is an online assessment and in-person intervention package devised by Speech and Language Therapists. It helps us identify developmental difficulties with understanding spoken language in children aged 4 - 8 years old and allows us to provide timely support.

The online adult-led standardised assessment is fun, quick, and easy to administer. It looks at key areas of understanding language. We universally assess all children in year R and those who join us in Key stage 1.

We track children and identify where support is needed and recommend appropriate class and small-group interventions. If a child requires specialist support this is clearly highlighted. On the report.

Children who are selected to take part in the intervention attend two-three sessions per week in small groups, each lasting 20 minutes delivered by a classroom assistant who is tasked with working with children with speech and language difficulties. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Pronouns, etc. In addition, there are activities that can be practised at home.



ELSA

What is ELSA?

There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. 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.

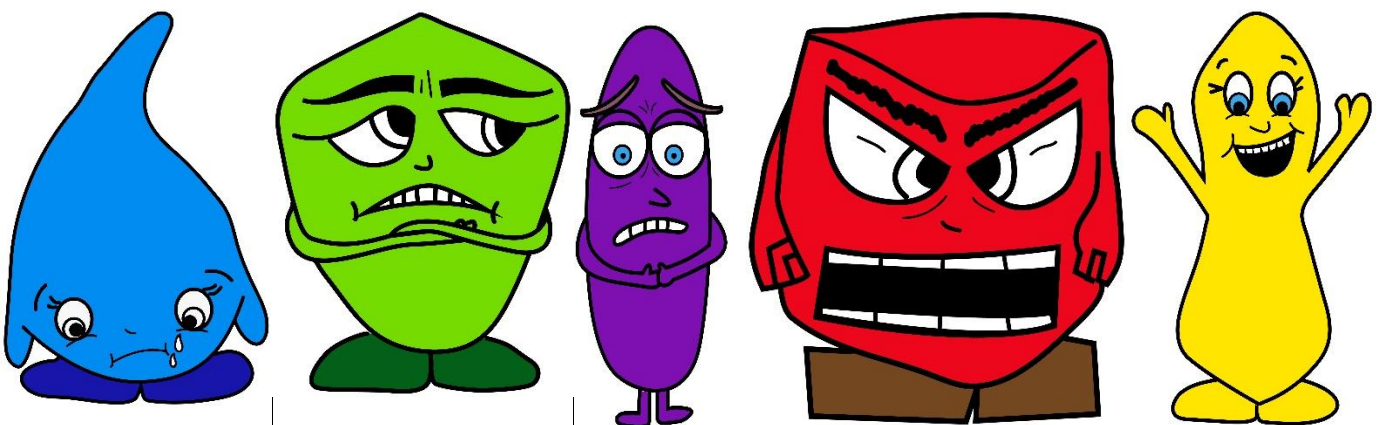
Mrs Lomax is our Emotional Literacy Support Assistant. She has been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer-term additional emotional needs.

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, we use a range of activities such as games, role-play with puppets or arts and craft. ELSA sessions take place in 'The Nest' which provides a calm, safe space for the child to feel supported and nurtured.

In ELSA we aim to provide support for a wide range of emotional needs:

- Recognising emotions
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement



Children are usually referred for ELSA support by their class teacher, Senior Leaders, or on occasion the SENCo.

Support sessions are planned to facilitate the pupil in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively.

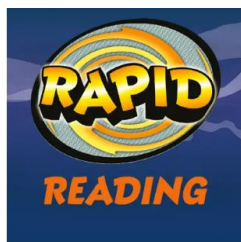
Supporting - not fixing

Remember, ELSA is not there to fix children's problems. What we can do is provide emotional support. We aim to establish a warm, respectful relationship with a pupil and to provide a reflective space where they are able to share honestly their thoughts and feelings.

It must be appreciated that change cannot necessarily be achieved rapidly and depends upon the context and complexity of the presenting issues. For children with complex or long-term needs, it is unrealistic to expect ELSA intervention to resolve all difficulties; however, support will be designed to target specific aspects of a child's progress. Occasionally, we refer to outside agencies for further support.



Rapid Read



Rapid Read is a reading intervention designed to help struggling children catch up in reading. An independent study by the National Foundation for Educational Research (NFER) stated that children using Rapid Reading make more than twice the normal rate of progress in reading.

At Rucstall Primary School, children's reading and phonic knowledge progress are closely monitored. Children are selected to undertake the Rapid Read intervention on an individual basis. Children work one to one with an adult daily over a half term (6 weeks). We have had pleasing results to date.

The programme increases children's confidence in reading and encourages success. It provides age-appropriate books and fine levelling to help children progress. The children enjoy reading from a large choice of fiction and non-fiction books with a variety of engaging topics, from animals to space travel. The aim of the programme is to help children master core reading skills to enable them to better access their learning.

