

# INTERVENTION MENU

Name of Intervention: Phonics	Name of Intervention: Reading for pleasure
<p><b>Who is it for?</b></p> <p>Any students with SAS scores of lower than 89 as identified by NGRT whereby through subsequent baseline testing, gaps in phonics are identified as area of concerns. Also, any additional students identified through EHCP outcomes or students identified as having gaps in phonics knowledge through professional judgement which is impacting on their ability to read and blend.</p> <p><b>How is it delivered?</b></p> <p>Twinkl (older learner) government approved, to identify and address gaps in phonic knowledge.</p> <p><b>Who delivers it?</b></p> <p>Inclusion</p> <p><b>Frequency?</b></p> <p>3 times a week, 30 minutes a session</p> <p><b>How is the impact measured?</b></p> <p>Twinkl (older learner) baseline and retest after 6-week period. Data is logged on Inclusion One Drive spreadsheet. Parent reports via email.</p>	<p><b>Who is it for?</b></p> <p>Any students with SAS scores of lower than 89 as identified by NGRT whereby through subsequent baseline testing, gaps in fluency and basic comprehension are identified as area of concerns. Also, any additional students identified through EHCP outcomes or students identified as having gaps through professional judgement which is impacting on their ability to have fluency knowledge which is impacting their ability to understand text.</p> <p><b>How is it delivered?</b></p> <p>Reading for pleasure scheme (Collins) which can include 1-1 reading, group reading and basic comprehension.</p> <p><b>Who delivers it?</b></p> <p>Inclusion</p> <p><b>Frequency?</b></p> <p>Once a week, 30 minutes a session</p> <p><b>How is the impact measured?</b></p> <p>Baseline with Access reading test and retest at the end of the intervention series. Data is logged on Inclusion One Drive spreadsheet. Parent reports via email.</p>
Name of Intervention: Reading Comprehension	Name of Intervention: Spelling intervention
<p><b>Who is it for?</b></p> <p>Any students with SAS scores of lower than 89 as identified by NGRT whereby through subsequent baseline testing, gaps in comprehension are identified as area of concerns. Also, any additional students identified through EHCP outcomes or students identified as having gaps through professional judgement which is impacting on their ability to comprehend text.</p> <p><b>How is it delivered?</b></p> <p>Rising stars comprehension scheme matched to student needs including</p>	<p><b>Who is it for?</b></p> <p>Students identified as having gaps in spelling rule knowledge. This can come through teacher referral, SNAP assessment, external diagnosis (e.g. Dyslexia) Also identified through EHCP outcomes.</p> <p><b>How is it delivered?</b></p> <p>Twinkl older learners and school based strategy: Look, cover, write, check.</p> <p><b>Who delivers it?</b></p> <p>Inclusion</p>



<p>skimming and scanning and comprehension and inference.</p> <p><b>Who delivers it?</b></p> <p>Inclusion</p> <p><b>Frequency?</b></p> <p>Once a week, 30 minutes a session</p> <p><b>How is the impact measured?</b></p> <p>Rising Stars baseline at start and retested following intervention. Data is logged on Inclusion One Drive spreadsheet. Parent reports via email.</p>	<p><b>Frequency?</b></p> <p>Once a week, 30 minutes a session</p> <p><b>How is the impact measured?</b></p> <p>Baseline DST then retested following intervention. Data is logged on Inclusion One Drive spreadsheet. Parent reports via email.</p>
<p><b>Name of Intervention: Reading Comprehension/ fluency support</b></p>	<p><b>Name of Intervention: Reading Grammar and syntax support</b></p>
<p><b>Who is it for?</b></p> <ul style="list-style-type: none"> <li>• SAS pupils in the 89-96 range</li> <li>• NGRT D range: Reading is limited by poor comprehension and / or fluency</li> <li>• NGRT G range: Reading within the expected range. Balanced profile</li> </ul> <p><b>How is it delivered?</b></p> <ul style="list-style-type: none"> <li>• Small groups taken from Year 7 and Year 8 NGRT lists</li> <li>• During timetabled English lessons</li> <li>• Alternative curriculum planning parallel to cohort unit study with specific comprehension focus</li> </ul> <p><b>Who delivers it?</b></p> <p>HLTA</p> <p><b>Frequency?</b></p> <p>Once a week, 30 minutes a session</p> <p><b>How is the impact measured?</b></p> <ul style="list-style-type: none"> <li>• Long term: NGRT retest results</li> <li>• Short term: English unit tests; reporting cycle ATL; book look and holistic overview of work quality and content; behaviour data.</li> </ul>	<p><b>Who is it for?</b></p> <ul style="list-style-type: none"> <li>• SAS pupils in the 89-96 range</li> <li>• NGRT C range: Reading is limited by poor vocabulary, syntax and grammar knowledge</li> <li>• NGRT G range: Reading within the expected range. Balanced profile</li> </ul> <p><b>How is it delivered?</b></p> <ul style="list-style-type: none"> <li>• Small groups taken from y7 and y8 NGRT lists</li> <li>• During timetabled English lessons</li> <li>• Alternative curriculum planning parallel to cohort unit study with specific Grammar and syntax focus</li> </ul> <p><b>Who delivers it?</b></p> <p>HLTA</p> <p><b>Frequency?</b></p> <p>Once a week, 30 minutes a session</p> <p><b>How is the impact measured?</b></p> <ul style="list-style-type: none"> <li>• Long term: NGRT retest results</li> <li>• Short term: English unit tests; reporting cycle ATL; book look and holistic overview of work quality and content; behaviour data.</li> </ul>