



## Intervention report for 2015-16 Headlines

- A review was undertaken of Fisher Family Trust, Active Literacy Kit and SENIT Phonic interventions
- The interventions have been reviewed in December 2015 and again in July 2015.
- The review takes the form of : progress within the intervention, progress within whole school assessment and soft data relating to work ethic, transference of skills back into classroom, confidence etc
- December review was designed to evaluate initial progress and suitability of the intervention. At this point progress was reviewed relevant changes were taken in response.
- July review evaluated progress, flagged up children who had not made accelerated progress and identified next steps
- All children made progress within the interventions
- In FFT and SENIT all but 2 made accelerated progress within whole school assessment
- It must be noted that changing to assessment without levels made the tracking of the progress more challenging
- 2 children did not show that accelerated progress within whole school assessment ( Darren W and Eoghan ) but still made some progress
- Numbers passing the Phonics screening exceeded expectation
- In ALK 75 % made accelerated progress, For some children it is recognised that high levels of intervention is necessary just to maintain progress. This is particularly so for children with Dyslexia or SLI. Advice re those children is always sought from the Complex needs team or SALT
- Overall an excellent picture



## NEXT STEPS

- Whole school assessment now set up to show progress
- B squared added as a replacement for PIVAT assessment
- New interventions to be monitored this year will include Catch up literacy interventions and Closing the gap with numicon intervention.
- ECAR and ECC interventions will be reviewed by the teachers running the interventions using the same format
- 2x weekly Intervention Team meetings to discuss children,
- Monitor carefully DW and Eoghan. Both have had a new intervention pathway set up but we need to focus on their progress.
- Soft data from all interventions showed a positive picture. This cannot be underestimated. Increasing confidence and self belief is a vital aim of our intervention programme.
- Excellent work to link interventions back into class and visa versa is happening and needs to continue and develop even more next year.



Soft Data

Name	Comment from Jeanette and Sarah DEC 2015 and July 2016
Glody	<p><u>December 2016</u></p> <p>Glody is working well with me and has made quite a bit of progress in FFT.He is making slow progress in class but I am pushing him for independence.He always asks me if he can do extra work and really enjoys FFT. I believe FFT is working well for him and he works better in a quiet environment. Glody is trying really hard with letter formation and his reading has improved greatly</p> <p>JAN ACTION Continue</p> <p><u>July 16 update</u></p> <p>Reading greatly improved</p> <p>Next September to work in Catch up literacy with Christine Johnson</p>
Darren	<p><u>December 2016</u></p> <p>Darren started off quite well in September but since the incident with Mum, it's as if he isn't trying anymore. he will write random letters in the middle of words even though he has sounded them out,he will ignore me if I ask him to stop doing something to help him correct it and in class he just doesn't pay attention. He has little independence in class and will stop working as soon as I turn to help one of my other children.I know he can do better in some things but seems to choose not to and it feels like he is wanting a reaction from me.JAN Action SWOP Key worker</p> <p><u>July 16 update</u></p> <p>Finished the programme in feb. Strategies practiced in class</p> <p>Next September to work in Catch up literacy with Christine Johnson</p>



Rhyannan	<p><u>December 2016</u></p> <p>Attitude processing speed confidence in writing rather than reading. Phrasing and expression showing great improvement beginning to self correct</p> <p>JAN ACTION Swop key worker</p> <p><u>July 16 update</u></p> <p>Swop of key worker worked well but Rhyannan has had so many absences that her true potential is difficult to assess. She is to go to SENIT phonics next year for 2x2 sessions weekly to consolidate prior learning</p>
Logan	<p><u>December 2016</u></p> <p>Attitude confidence believes he can do it. Took a long time to settle but now enjoying sessions.</p> <p>Was very reticent about reading now enjoys it ! would not even look at text but now looks at initial sounds still needs blending practice</p> <p>JAN ACTION Continue</p> <p><u>July 16 update</u></p> <p>Finished the programme in feb</p> <p>Next September to work in ALK with Kirsty</p>
Degon	<p><u>December 2016</u></p> <p>Attitude confidence enjoys sessions processing speed. Writing formation greatly improved.</p> <p>Composing a sentence by read, say, count, write re read.</p> <p>Just started a personalised programme from 15<sup>th</sup> November 2015</p> <p>JAN ACTION Continue</p> <p><u>July 16 update</u></p> <p>Degon is using FFT strategies in class successfully. He is to continue with Sarah T next year to consolidate prior learning</p>



## December 2016

Absence from sessions due to staff and child absence, school trips, training days, photos, assessment week and staff deployment have had an effect. Most can't be avoided but thought needs to be given to stretching the allotted time over an additional 2/3 weeks.

## July Update

Fantastic efforts from Sarah Taylor to link work from sessions into classrooms. Displays from FFT put up in classrooms for children to use / TAs observing sessions / FFT working with children in class.

## Progress measured within the intervention September 2015 – December 2015

name	Understanding print	Letter recognition Sounds/names	Phoneme count	Reading grid 1	Writing/spelling grid 1
Glody	Sept /7 Dec /	Sept / Dec /	Sept / Dec /	Sept /12 Dec /40	Sept / Dec /
Darren	Sept /8 Feb /10	Sept /47 Feb /77	Sept /40 Feb /64	Sept /36 Feb /40	Sept /16 Feb /28
Rhyannan	Sept /9 Dec /16	Sept /21 and 0 Dec /25 and 10	Sept /63 Dec /64	Sept /19 Dec /34	Sept /16 Dec /32
Logan	Sept /9 Feb /	Sept /21 and 0 Feb /27 and 8	Sept /52 Feb /63	Sept /11 Feb /27	Sept /10 Feb /21
Degon	Sept /11 Dec /17	Sept /25+5 Dec	NA Dec	Sept /28 Dec /34	Sept /21 Dec /31
Conrad	S 17 D 17	S25=5 D26=19	s 60 d 67	S31 D45	S27 D45
Levi	FEB/12 JUNE/17	F25+7 J26+16	F54 J67	F27 J45	F20 J45

All show improvement



National curriculum Progress September 2015 – December 2015

	DEC 15	JULY 16 PIVAT progress since September  (10 points expected)
Darren W	R0 W0	R10 W9 M8
Glody	R0 W0	R13 W14 M10
Degon	R1 W0	R10 W10 M11
Ryhannan	R2 W1	R20 W21 M12
Logan	R2 W1	R16 W17 M15
Conrad		R28 W28
Levi		R20 W20

**All show improvement** Darren not accelerated

DECEMBER 15 COMMENTS

Degon made 1 PIVAT point in writing

Daren had made 1 PIVAT point reading and writing

Glody 2 PIVAT point reading 1 point writing

So although there is some progress these are very small steps

JUNE COMMENTS

All children have made accelerated progress except Darren, plans have been made to access 1/1 catch up literacy sessions in September



# ALK Intervention

## Soft Data

Fatoumata Dabo	<p>December 2015</p> <p>We are still working on sequencing alphabet letters and practicing letter names and sounds. Fatoumata is doing really well with this but her only issue is her speed. All ALK exercises are timed and I feel that her speed could be holding her back from completing exercises, I will keep pushing her and make it a challenge for her to beat her time every session and see if this works?</p> <p>On a Friday, if children have worked well all week I always play a phonics game with them or sometimes listen to them read, this happens every week with Fatoumata as she does really work well with me.</p> <p>July 16 update</p> <p>Decision made for Fatoumata to move on as time is not improving in some exercises. She can do the tasks but cannot speed up the time taken ... Check with Joan Kavagnah SENIT. Working on months/year, writing numbers 1-26 and finding missing letters in the alphabet sequence</p>
Kaitlin Allport	<p>December 2015</p> <p>We are working on spelling and reading of simple cvc words, I have been helping Kaitlin to blend two letters together to make one sound rather than sounding out every letter when reading. On a Friday if the children have worked well they get to choose a game or read to me and Kaitlin tends to like to read one of the books I have in here and is really trying hard with the blending of sounds In fact I could listen to her read all day as she uses a lot of expression.</p> <p>Sometimes Kaitlin will get confused with p/q, b/d and j/g when spelling but I have shown her some ways to remember which sound to use. We have starting working on rhyming this week and Kaitlin is doing really well with this exercise and seems to hear when the words end in the same sound.</p> <p>July 16 update</p> <p>To have 1/1 sessions with Christine J Catch up literacy but also work on spelling patterns diagnosed via SWIST spelling test. Kaitlin struggles to retain information and is to continue next year with Catch up Literacy intervention</p>



Rebecca Winks	<p>December 2015</p> <p>Rebecca Winks is working on spelling simple cvc words and rhyming exercises, she is doing really well in these. After Christmas I will be introducing Alliteration but I am sure Rebecca will be fine with his too.</p> <p>July 16 update Completed the programme. Observed in class to ensure she is using the ALK strategies</p>
Ellie Eastwood	<p>December 2015</p> <p>Ellie Eastwood seemed to be struggling a little with sequencing of the alphabet but this week has suddenly amazed me by doing it perfectly, she was very pleased with herself too.</p> <p>Starting next week we are going to be spelling simple cvc words whilst telling me the letter names.</p> <p>July 16 update Completed the programme. Observed in class to ensure she is using the ALK strategies</p>
Callam Daynes	<p>December 2015</p> <p>Callam Daynes has been working really hard and can now guess (by feel and wearing a blindfold) all 26 letters in a certain time.</p> <p>We have been working on jumbled alphabet where I say the name and he gives me the sound and vice versa whilst being timed.</p> <p>Also starting next week on the vowel/y rule and when to use a y at the beginning/end of words when it sounds like an 'i'.</p> <p>July 16 update SLI Pathway Completed the programme. Observed in class to ensure she is using the ALK strategies</p>
Brandon Short	<p>December 2015</p> <p>Brandon Short is flying through the exercises in ALK and it really shows in his confidence.</p> <p>We are working on reading/spelling of cvc words and vowel/consonant short word endings.</p> <p>July 16 update Becoming more independent in class with appropriate scaffolding. Handwriting improved Completed the programme. Observed in class to ensure she is using the ALK strategies</p>





Thomas Nutter	<p>December 2015</p> <p>Jane asked me to re-visit all exercises in ALK, so I have been picking a couple a week and going over those again. This week we have covered days of the week and months of the year, he remembered most from when we did it last which is good but other exercises he has forgotten. I am also doing a little bit of handwriting of letters and numbers and practising.</p> <p>July 16 update Yr 6 setting / support through SALT in small group 2x week! Completed the programme. Observed in class to ensure she is using the ALK strategies Thomas has difficulty retaining information</p>
Collette Robinson	<p>December 2015</p> <p>Working on spelling and reading of cvc words which she is doing great with although sometimes still gets a little confused with b/d's. We have almost finished the rhyming exercise and she seems to have grasped it and can hear when two words sound the same.</p> <p>July 16 update Completed the programme. Observed in class to ensure she is using the ALK strategies</p>
Kayleighann O'Callaghan	<p>December 2015</p> <p>Working on final consonant endings which are a little tricky but KO seems to be doing well with them and remembers what sound we did the day before. Also, KO reads or I dictate sentences with the new sound and use some of her HFW spellings. I recently assessed KO and gave Kelli a list of the HFW that we are both using for spellings ( advised by Joan Kav anagh and Jane) so she is getting double the input on her spellings every week.</p> <p>July 16 update On SLI pathway and receiving therapy from SALT Completed the SENIT phonics programme phase 3 now on 4. Memory games and word shark to continue</p>
Kerry White	<p>December 2015</p> <p>We have just completed the rhyming exercise this week and Kerry seemed to really grasp it and understand when words sound the same. We are nearly at the end of the spelling cvc words exercise and after Christmas I will be introducing Alliteration exercises.</p> <p>July 16 update Can achieve well in 1/1 not transferring to class.. Kirsty working some sessions in class to reinforce expectations. Completed ALK Visual aid made to remind Kerry to use strategies learned</p>



Brogan Finister	<p>December 2015</p> <p>We are still working on spelling and reading of cv c words but nearly at the end. We are halfway through Alliteration exercise, Brogan seems to be understanding this really well although I don't rush her as she needs a little longer to process the sounds.</p> <p>July 16 update On SLI pathway and receiving therapy from SALT Completed the ALK prog. Working on SENIT phonics Programme phase 3 Memory games and word shark to continue</p>
Joshua Lin (EAL)	<p>December 2015</p> <p>Joshua seems to have really understood the ALK this term and is completing an exercise a week. He has really grasped the sounds and names of letters and his confidence is really growing.</p> <p>July 16 update Completed the programme. Observed in class to ensure she is using the ALK strategies</p>
Rhys Robbins	<p>December 2015</p> <p>Rhys Robbins is working well through the programme and after Christmas he will be moving onto consonant word endings too.</p> <p>I am also trying to spend a little time on up levelling the dictated sentences and checking for punctuation and if he is using th/f in the right places.</p> <p>July 16 update Completed the programme. Revision strategies for SATs</p>
Kevin Gorniak	<p>December 2015</p> <p>Kevin Gorniak, we are working on consonant word endings and dictation of sentences from the Senit phonic programme and he seems to be doing great with this.</p> <p>I am also trying to spend a little time on up levelling the dictated sentences and checking for punctuation and if he is using th/f in the right places.</p> <p>July 16 update Completed the programme. Revision strategies for SATs</p>



Leo Skinner	<p>December 2015</p> <p>Leo Skinner is still working through the consonant sounds and after Christmas we will be moving onto consonant word endings which are a little trickier so I may only do one sound a week rather than two, I will see how he gets on? I dictate sentences using the learnt sounds and he also reads them and then afterwards I get them to up level the sentences checking for punctuation and spellings. He always seem to remember the learnt sound we did at the last session and sometimes as a warm up I play a memory game with them.</p> <p>July 16 update Completed the programme. Revision strategies for SATs</p>
Denis Popov	<p>December 2015</p> <p>Denis Popov is on the consonant word endings and is doing really well.</p> <p>July 16 update Completed the programme. Revision strategies for SATs</p>

Progress measured within the intervention September 2015 – December 2015

Name	September	<u>8<sup>th</sup> December 2015</u>
Fatoumata Dab		Year 3 Hazel Exercise 2-6
Kaitlin Allport	Sept Exercise 1	Dec Exercise 22-26
Rebecca Winks	Sept Exercise 21b	Dec Exercise 22-26
Ellie Eastwood	Sept Exercise 9a	Dec Exercise 19-25
Callam Daynes	Sept Exercise 7	Dec Exercise 16-21
Brandon Short	Sept Exercise 9a	Dec Exercise 22-25
Thomas Nutter		Revisiting all ALK exercises, HFW spellings, handwriting and memory games
Collette Robinson	Sept Exercise 17	Dec Exercise 22-26
Kayleighann O'Callaghan		Year 5 Spruce Senit Phase 3, final consonant word endings, memory games and HFW spellings
Kerry White	Sept Exercise 22	Dec Exercise 25-27
Brogan Finister	Sept Exercise 25/26	Dec Exercise 25-27
Joshua Lin (EAL)	Sept Exercise 9a	Dec Exercise 22-24
Rhys Robbins		Senit phase 3, final consonant word endings, memory games, punctuation and up levelling sentences
Kevin Gorniak		Senit phase 3, final consonant word endings, memory games, punctuation and up levelling sentences
Leo Skinner		Senit phase 3, final consonant word endings, memory games, punctuation and up levelling sentences
Denis Popov		Senit phase 3, final consonant word endings, memory games, punctuation and up levelling sentences



DEC All made good progress apart from BROGAN who is still struggling. A diagnosis of SLI means that we have identified a problem which will now be addressed through NHS pathway and will include work with a Speech and language therapist

See attached July update

All have made progress. Fatomata's progress is slow.. Continue next year and seek advice from Complex Needs Team

National curriculum Progress September 2015 – December 2015

	DEC15	July 16
		R W M
Fatoumata Dabo	R2 W1	3 3 4
Kaitlin Allport	R2 W1	+++
Rebecca Winks	R2 W2	+++
Ellie Eastwood	R1 W2	+++
Callam Daynes	R3 W4	21 19 10
Brandon Short	R0 W2	+++
Thomas Nutter	R0 W1	978
Collette Robinson	R1 W1	+++
Kayleighann O'Callaghan	R1 W1	8 19 10
Kerry White	R0 W0	334
Brogan Finister	R0 W0	11 10 16
Joshua Lin (EAL)	R1 W2	-- +
Rhys Robbins	R2 W1	---
Kevin Gorniak	R0 W0	---
Leo Skinner	R1 W0	---
Denis Popov	R1 W1	---

Dec 2015 comments

Brogan and Kevin no NC progress. Brogan already discussed Kevin to be reviewed

July 2016 comments

75 % have made accelerated progress. (excepting the children from yr 6 who were placed in this intervention to give confidence in preparation for Sats).

Many of these children placed in this intervention have lifelong complex language or learning difficulty that require high levels of intervention to make expected progress

Kerry White and Fatomata have not made accelerated progress and advice is to be sought from Complex Needs Team in Oct 2016.



# SENIT Phonics

Soft Data DEC 2015

Name	Comment
Archie	Confidently accessing Stage 3 Moved to Stage 4/5
Callum D	Confidently accessing Stage 3 Moved to Stage 4/5
Kristians	Confidently accessing Stage 3 Moved to Stage 4/5
Eoghan	Confidently accessing Stage 3 Moved to Stage 4/5 Guesses needs encouragement to point at phonemes. Finds blending hard with more than 3 phones M?N confusion
Demi	Slower progress but getting there Attitude good
Gerome	Slower progress Finds blending hard with more than 3 phones
Spencer	Slower progress

Progress measured within the intervention September 2015 – December 2015 and July 2016

Name	June 2015	Dec	July 2016
Archie	11	23	30
Callum D		28	38
Kristians	24	28	39
Eoghan	27	26	38
Demi	19	29	36
Gerome	22	25	37
Spencer	14	21	30

These scores all show improvement. We expect that there will be accelerated progress once our customised programme is implemented in Jan 2016



National curriculum Progress September 2015 – December 2015

Name	DEC 15	RWM July 16
Archie	R1 W1	12 7 5
Callum D	R3 W4	21 19 10
Kristians	R1 W2	18 13
Eoghan	R1 W1	8 6
Demi	R1 W2	15 15 15
Gerome	R1 W1	5 12 5
Spencer	R1 W0	8 16 9
Average point score	R1.3 W1.6	

Rachael Update Dec 2105-: REVIEW DEC 15

I am hoping that this week's results do confirm progression but to be completely honest with you, I do hold my reservations.

Since I have only been teaching the consonant clusters to the children, yes they can read CCVC words but because no actual phase 3 graphemes have been taught to them, I am doubting their results before I have even compared them.

Up to half-term, it did become apparent that Archie, Callam, Kristians and Eoghan were confidently accessing the Step 3 programme so following our break, I did make the decision to progress them all onto Step 4. I did express to Jane that if I continued teaching the Step 3 programme to them, then I would be setting those children up to fail their next phonics screening test as none of the phase 3 graphemes would have been covered by myself. She agreed with my decision. However, since November, so that my intervention children have equal opportunity to pass their next phonics screening test, I have implemented Step 4 to all seven. Please note though, that the first 3 phonemes to be taught from the programme are: sh, ch and th.....which are consonant clusters?? 'ai' is the first (phase 3) grapheme to be taught.

Whilst at work this week, I did conduct a Letters and Sounds phonics assessment with the remaining 10 children that also failed their Year 1 Phonics Screening test. This was for 3 reasons; to introduce myself to the children, assess their current phonics knowledge and to group pairs of children that had similar abilities. This was also to aid Elaine so that she could timetable all 17 children into the 33 available teaching sessions that I will have over my 5 working days in January 2016.

I also printed off 2012, 2013, 2014 and 2015's official Phonic Screening tests. This was to make note of all graphemes covered within the tested words. However, I did note that there are graphemes from Step 5 of the SENIT programme but I will make an extra effort to teach those alongside the Step 4 graphemes.

I do want to confirm to you that although there were certain aspects of SENIT that I felt wasn't challenging enough for the children; these were discussed with Jane and replaced with my ideas, I now and do thoroughly enjoy teaching this multi-sensory programme. I can not wait for January to start teaching all 17 children the Step 4/5 graphemes as well as their high frequency words. This will hopefully, allow each child to get them to where they need to be in terms of their reading levels.



# Final report including Phonics Screening results

Week commencing: 13.06.16

Logan: practised reading phase 3/5 grapheme flashcards, real/pseudo screening test practise words and words from the NLS Grid word list. Phonics Screening Check result = **36/40 PASS**

Harry: practised reading new 'real/pseudo' words. Phonics Screening Check result = **39/40 PASS**

Madia: practised reading new 'real/pseudo' words. Phonics Screening Check result = **39/40 PASS**

Spencer: practised reading all phase 3/5 grapheme flashcards and new 'real/pseudo' words. Phonics Screening Check result = **30/40**

Demi: practised reading new 'pseudo/real' words and Grid NLS word list. Phonics Screening Check result = **36/40 PASS**

Mckenzie: practised reading new 'pseudo/real' words and common exception words. Phonics Screening Check result = **38/40 PASS**

Eoghan: practised reading new 'pseudo/real' words and common exception words. Phonics Screening Check result = **38/40 PASS**

Darren: practised reading all phase 3/5 flashcards and new 'pseudo/real' words. Phonics Screening Check result = **36/40 PASS**

Ivani: practised reading all phase 3/5 grapheme flashcards, new 'pseudo/real' words and words from the NLS Grid word list. Phonics Screening Check result = **38/40 PASS**

Glody: practised reading all phase 3/5 grapheme flashcards and new 'pseudo/real' words. Phonics Screening Check result = **34/40 PASS**

Kristians: practised reading new 'pseudo/real' words. Phonics Screening Check result = **39/40 PASS**

Gerome: practised phoneme spotting in pseudo/real words, reading all phase 3/5 grapheme flashcards and words from the NLS Grid. Phonics Screening Check result = **37/40 PASS**

Callam: practised reading all phase 3/5 grapheme flashcards and reading new 'pseudo/real' words. Phonics Screening Check result = **38/40 PASS**

Archie: practised reading all phase 3/5 grapheme flashcards and new 'pseudo/real' words. Phonics Screening Check result = **30/40**

Once I have access to the children's score sheets, any graphemes that they have failed to identify within the tested real/pseudo words, will be noted and revisited. However, if there is anything phonics related that you would like me to incorporate into future sessions, then please let me know so that I can plan for this accordingly.

I am delighted to announce that I have exceeded the number of Yr 2 children that Martin wanted me to get to pass their phonics screening test. In September 2015, a challenge was set for 10 children to pass so to get 12/14 is not only a fantastic result for the children but also for myself.

When speaking to Julia and combining both our results, 92% of Yr 1 and Yr 2 children passed their 2016 Phonics Screening Check.

Callam: practised reading all phase 3/5 grapheme flashcards and reading 'new' pseudo/real words. Phonics Screening Check result = **38/40 PASS**



Archie: practised reading all phase 3/5 grapheme flashcards and 'new' pseudo/real words. Phonics Screening Check result = 30/40

Once I have access to the children's score sheets, any graphemes that they have failed to identify within the tested real/pseudo words, will be noted and revisited. However, if there is anything phonics related that you would like me to incorporate into future sessions, then please let me know so that I can plan for this accordingly.

I am delighted to announce that I have exceeded the number of Yr2 children that Martin wanted me to get to pass their phonics screening test. In September 2015, a challenge was set for 10 children to pass so to get 12/14 is not only a fantastic result for the children but also for myself.

When speaking to Julia and combining both our results, 92% of Yr1 and Yr2 children passed their 2016 Phonics Screening Check.

NEXT YEAR

Progress not happening in class Spencer Gerome Eoghan Archie D

Archie D Catch up literacy

Callum D SLI pathway

Gerome ALK

Kristians

Glody Catch up literacy

Eoghan passed Screening but writing still an issue ... waiting list for SENIT phonics **JOANK**

Ivani

Darren Catch up literacy

Mckenzie ALK

Demi

Spencer ALK / Continue with Rachael

Madia

Harry

Logan ALK