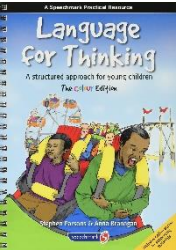
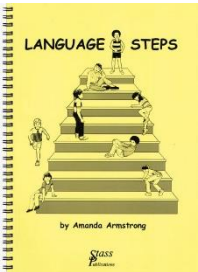


Finlay Community School – Interventions

Speech and Language

Inervention	What is it?
<p data-bbox="107 483 329 568">Language for Thinking</p> 	<p data-bbox="371 491 2141 624">Language for Thinking 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="371 660 2096 695">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="371 730 1379 766">It is most applicable for use by staff working with 4-7 year old children.</p> <p data-bbox="371 826 1133 861">http://thinkingtalking.co.uk/language-for-thinking/</p>
<p data-bbox="136 951 304 1035">Language Steps</p> 	<p data-bbox="371 951 2181 1019">Language Steps targets language comprehension and expression. The programme includes language activities targeting one, to four word level.</p> <p data-bbox="371 1054 2181 1123">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="371 1158 2018 1227">The programme consists of 7 sections which each have 6 sessions plans and associated homework activities. This is a photocopiable resource, therefore sheets can be sent home.</p> <p data-bbox="371 1254 725 1289">Who can it be used with</p> <ul data-bbox="371 1329 1039 1444" style="list-style-type: none">• 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



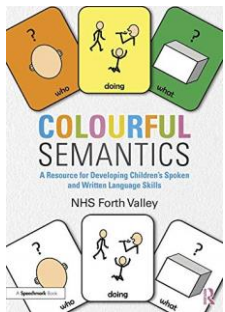
CLEAR Pictoys are a unique type of resource - part pictures, part toys. They are a series of ten interactive resource sets that explore sentence building at different levels.

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

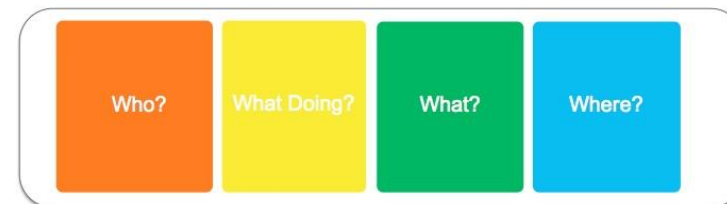


Colourful Semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics).

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-semantic-2/>

Black Sheep



Black Sheep are 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




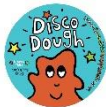
Barrier games are a language game in which two players sit across from each other with a barrier between them. ...

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.andnextcomesl.com/p/speech-barrier-games.html>

Fine and Gross Motor Skills

Inervention	What is it?
<p data-bbox="159 427 255 464">Fizzy</p> 	<p data-bbox="353 395 1868 432"><u>The Fizzy and Clever Hands Programme</u> has been developed by therapist in Kent Community NHS Trust.</p> <p data-bbox="353 459 607 496">It has three stages</p> <ul data-bbox="353 523 696 687" style="list-style-type: none"><li data-bbox="353 523 651 560">• Beginners (level 1)<li data-bbox="353 587 696 624">• Intermediate (level 2)<li data-bbox="353 651 651 687">• Advanced (level 3) <p data-bbox="353 772 2092 847">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.</p> <p data-bbox="353 890 2136 1007">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.</p> <p data-bbox="353 1050 1966 1086">https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/</p>
<p data-bbox="91 1174 322 1211">Dough Disco</p> 	<p data-bbox="353 1174 2181 1249"><u>Dough Disco</u> 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.</p> <p data-bbox="353 1254 2181 1329">Dough Disco™ is a fine muscle exercise that Shonette invented when she realised the children in her class were struggling to write letters.</p> <p data-bbox="353 1334 1576 1377">With a daily Dough Disco™ the child's brain learns to control the fingers a lot quicker.</p>

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://therapiststreetforkids.com/fm-strength.html>

Handwriting



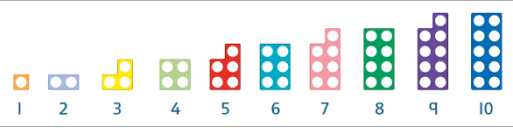
Intervention	What is it?
<p data-bbox="129 384 376 459">Write from the Start</p> 	<p data-bbox="439 384 2179 496">The Write From The Start programme offers a radically different and effective approach that will guide children through the various stages of perceptual and fine-motor development to lay 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.</p> <p data-bbox="439 512 2092 624">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:</p> <ul data-bbox="439 691 887 975" style="list-style-type: none">• hand-eye co-ordination• form constancy• spatial organisation• figure-ground discrimination• orientation• laterality. <p data-bbox="439 1042 2168 1118">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.</p>

Reading

Inervention	What is it?
<p data-bbox="143 379 394 421">Rapid Reading</p> 	<p data-bbox="472 379 2130 496">Rapid is a reading intervention programme combining books and speech recognition software for Key Stage 2 pupils with low literacy levels. It aims to move children aged between 7 and 11 years from a reading age of 5.6 years to 8+ years.</p> <p data-bbox="472 536 981 571">What's included in <i>Rapid Reading</i>?</p> <ul data-bbox="517 616 2168 810" style="list-style-type: none">• Teacher toolkit – teaching guides and assessment resources to support your teaching.• Readers and eBooks – hundreds of finely levelled fiction and non-fiction readers and eBooks for solo and one-to-one reading.• Online student world – filled with interactive eBooks, a personalised homepage and rewards that help your students stay motivated. <p data-bbox="472 852 1890 887">https://www.pearsonschooolsandfecolleges.co.uk/primary/subjects/english-literacy/rapid-reading</p> 
<p data-bbox="107 1117 427 1152">RWI 1.1 Fast Track</p> 	<p data-bbox="472 1117 2168 1193">Fast Track Tutoring is one part of the full programme and is designed to accelerate children's reading progress through the Read Write Inc. Phonics programme.</p> <p data-bbox="472 1238 2168 1353">Who is Fast Track Tutoring for? In schools following the full Read Write Inc. Phonics programme, it is for children who are in the lowest progress group who need extra daily practice in reading sounds and words. It is also for children with special educational needs and disabilities (SEND).</p>

	<p>Children spend 10-15 minutes daily 1.1 with an adult to carry the out the session, with a targeted approach to the gaps in their phonics knowledge.</p>
<p>Toe by Toe</p> 	<p>Toe By Toe 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><i>Toe By Toe</i> 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).</p> <p>It is recommended that the minimum age for a child to start <i>Toe By Toe</i> would be: 7+ years of age. 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>https://toe-by-toe.co.uk/what-is-toe-by-toe/</p> <p>PowerPoint : https://toe-by-toe.co.uk/wp-content/uploads/2020/08/Toe-By-Toe-parents.pdf</p>

Maths

Inervention	What is it?
<p data-bbox="100 459 344 592">Can Do Maths -SCOOP Group</p> 	<p data-bbox="383 459 2123 491">At Finlay, we believe in the power of same day, immediate intervention, to allow all pupils to keep up rather than catch up.</p> <p data-bbox="383 539 2175 611">Within Maths, we run scoop groups daily, so that children's misconceptions can be addressed as they arise, with intervention, to allow them to move on with their learning the following day, at the same pace as their peers.</p> <p data-bbox="383 659 2175 730">This ensures pupils are keeping up academically and gaps are addressed as they arise. Within this session, pupils may also have access to pre-teaching to provide familiarisation to the concept before the lesson, improving understanding and confidence.</p>
<p data-bbox="143 890 302 922">Numicon</p> 	<p data-bbox="383 890 2175 962">Numicon is an approach to teaching maths that helps children to see connections between numbers. It is a multi-sensory way of learning, which means children learn by seeing and feeling.</p> <p data-bbox="383 994 2175 1066">Based on a concrete-pictorial-abstract approach, <i>Numicon</i> encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts.</p> <p data-bbox="383 1145 1644 1297">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="383 1305 2175 1377">Later on, your child will be able to see more complex mathematical ideas, 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>

Numicon:

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

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>

Maths or Literacy

Intervention	What is it?
Precision Teaching	<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">• 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.• 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.• 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.• 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 exception words. The teacher has undertaken an assessment using the year 1 common exception words, and the results are below.

the	✓	you	there	
a	✓	your	where	
do	✓	they	love	
today		be	✓	come
of	✓	he	some	
said		me	one	
says		she	once	
are	✓	we	✓	ask
were		no	✓	friend
was		go	school	
is	✓	so	put	
his	✓	by	push	
has	✓	my	pull	
I	✓	here	full	

The words Ben knows confidently are ticked, and the ones he doesn't know are left blank.

This assessment allows the teacher to see what words to work on as part of the Precision Teaching intervention. The teacher will pick three words that have been ticked (read correctly), and two words that have not been ticked (read incorrectly), and put them 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, which are the, a and do, and the first two words he could not read, which are today and said. These are placed randomly throughout the table. The teacher then worked with Ben on the words he found difficult to read, using fun and engaging activities.

Then, at the end of the session, Ben read as many of these words as he could in one minute with the teacher tracking how many he read correctly and how many he read incorrectly.

the	a	said	do	today
a	said	today	the	do
today	the	a	do	said
do	today	said	a	the
today	the	do	said	a
said	a	today	the	do
a	said	do	today	the
today	the	a	do	said

Comments: Ben read 15 words correctly and 30 incorrectly. It is still the incorrect words from the original assessment that he is getting wrong.

Precision Teaching – Reading Example

Ben's Fluency Reading Chart



In this example, Ben has had the intervention for six days, with the date included at the top and his results from the 1-minute test at the bottom. These results have then been joined up with a straight line to show Ben's progress in the number of incorrect responses compared to correct responses. When Ben has mastered this set of words with a 90% correct response rate, his teacher will go back to the original assessment of common exception words and choose new words to add to the probe sheet, repeating the process again. If, after 3-4 days, Ben does not make progress, refer back to Step 9 of the Reading Procedure sheet.