



Overview of some Literacy Interventions used in Botley School

Literacy Interventions

Research shows that short, intense interventions have as much impact as those that carry on for longer. However, for pupils with severe levels of difficulty, daily sessions are needed for learning to be secured and maintained. Intervening as early as possible prevents pupils falling behind further.

The Importance of Multi-sensory Teaching and Learning

Pupils with dyslexia and other literacy difficulties need the opportunity to over-learn skills and knowledge. Poor short term and working memory, as well as slow processing skills, can make learning arduous. Doing things in different sensory ways - visually, aurally, orally and kinaesthetically – helps build neural pathways in the brain, and the more sensory pathways are built up, the more secure the learning.

Phonic Interventions

Letters and Sounds

Letters and Sounds gives really good guidance on the order in which to teach phonics. If pupils struggle with learning phonics they still need to complete all 6 phases, otherwise they will be missing essential aspects of phonic knowledge. Letters and Sounds can be used for phonic intervention throughout every key stage.

Acceleread Accelewrite

Acceleread Accelewrite uses a talking word processor programme to give auditory feedback to pupils to develop their auditory and phonological skills. Sessions are designed to run for 15 minutes a day for 4 weeks (20 sessions) but a shorter term also works well. Pupils can return to the programme again at a later date. Pupils memorise sentences from cards then type them into the computer, listening to check sounds and self-correcting where possible. The cards present phonic patterns in developmental order. Keeping a chart of their progress through the programme helps pupils to see the steps they are taking and gain confidence.

Fresh Start

Fresh Start provides a systematic approach to literacy, covering the teaching of reading, writing, spelling and comprehension. Fresh Start is a programme for older pupils who are struggling with reading.

Word Level Interventions

Precision Teaching

This is a really good way of monitoring and embedding multi-sensory teaching, and of speeding up reading for pupils who are struggling with decoding skills. It is a useful way of helping pupils learn letter sounds, sight vocabulary as well as times tables and other number facts.

Reading Interventions

FFT Wave 3 Reading Programme

This is a 1:1 programme designed for children in Y1. However, it has also been successfully used for older children. The programme uses an approach based on the principles of Marie Clay's Reading Recovery with regular sessions of 20 minutes running for a maximum of 22 weeks. The focus for sessions alternates between reading and writing.

Project X Code

It embeds systematic synthetic phonics into a gripping series of adventure books that is targeted at struggling readers in Years 2 to 4 who are not on track to achieve appropriate levels for their age. This includes:

- children who have had problems with the Year 1 phonics screening check
- children whose reading is still not fully secure at the transition from Year 2 to Year 3

Comprehension Interventions

New Reading and Thinking

These six booklets provide work on inferential comprehension at an increasingly complex level. The reading age of Book 1 is about 7 years and Book 6 is about 9 years. However, books can be used with pupils with a lower reading age by doing the activities as listening comprehension. Pupils can work 1:1, but can also benefit from small group discussion. Answers do not need to be written; it is the thinking process that is the important part.

Hi Five

Hi Five is designed for groups of 1-4 pupils from Y5 or above. There are 4 sessions a week, each lasting 15-20 minutes, for a minimum of 10 weeks. One chapter of text is used each week.

The focus of sessions is as follows:

Session 1 Guided reading and clarification

Session 2 Re-reading, questioning and summarizing

Session 3 Supported writing

Session 4 Editing

Language development interventions

Spirals

Spirals consists of a series of pre-planned practical activity based sessions. They support the needs of language delayed children in Reception and Key Stage 1 for highly structured, repeated spirals of learning. Covering key areas in developing language and communication, thinking skills, social skills, self-esteem and emotional literacy, these sessions are designed to be delivered over an extended period of time.

Talk Boost

Talk Boost is a targeted intervention, supporting language-delayed children in Reception and Key Stage 1 to make significant progress with their communication skills. It has been developed by children's communication charity, I CAN and The Communication Trust, leaders in the field of children's speech, language and communication.