



### **Mission Statement**

*“Jesus light our way on our faith journey.  
Be our guide, our joy and our hope, as we learn, live, love and pray together.”*

### **Interventions Statement of Intent**

At St Joseph's we aim to deliver an ambitious and inclusive curriculum for all our pupils. While providing this though, we recognise that some children, for a multitude of reasons, have gaps in their learning. Through specific and focused interventions, which make links in their learning, we aim to accelerate progress and close these gaps, so our children are able to fully access the curriculum. Thus resulting in them being able to acquire new knowledge and skills and embed them across all subjects.

### **Intervention Overviews**

#### **KS1 Interventions:**

##### **Wellcomm**

Wellcomm is a speech and language intervention that supports children understand the basic language in the school curriculum, it also broadens their understanding of the English language. This intervention supports the children who have English as an additional language. In small target groups, Wellcomm builds their knowledge and allows them to fully participate the Early Years Framework. Previously, this has shown children to make good progress throughout the learning programme and it has had an integral impact on how they have progressed through the curriculum, not just in Early Years, but through into Key Stage One.

##### **Working Memory**

Working Memory intervention is a one to one programme designed to help support children to access the curriculum through supporting specific memory targeted activities. These activities are used with the aim that it will help to provide strategies to help their short term memory. The programme is delivered on average three to four times a week using a variety of work based memory activities with each individual child. This then enables the children involved, to access all areas of the curriculum within the classroom, by developing their retention skills.

##### **Phonics**

Phonics is an Early reading and language intervention. It helps teach basic sounds and enhances their speech, language and reading skills. It also keeps children focussed and helps their listening and recaps skills. Phonics has five phases: from phase two up to phase six. It is a quick and snappy intervention, with a total of fifteen minutes per session so as not to overload their understanding.

Phonics is used on the basis:

Revisit, review; practise sounds, using word mats, helping build the children memory skills.

Teach; sound of the day and focus on the sound using words that are 'real' and 'alien'.

Practise; blending for reading and segmenting for spelling.

Apply; write a short sentence using sound of the day, thus encompassing skills such as capital letters, spaces and full stops. This is used as a form of assessment.



## **KS2 Interventions:**

### **1stClass@Number**

1stClass@Number is an intervention used in both KS1 and lower KS2 for maths to help the children with their knowledge and understanding of number. It covers the four operations, with a total of five topics. These topics focus on each operation, number knowledge and place value. It targets children with gaps in their knowledge of number, which in turn supports them within the classroom. Children are assessed at the beginning and at the end of the programme, which shows the progress made.

### **Success@Arithmetic**

Success@Arithmetic is a maths intervention, which follows on from 1stClass@Number, and is delivered to upper KS2. It aims to develop the children's knowledge of number. It is delivered in small groups of three by a teaching assistant. Initially, the children are assessed on a one-to-one basis, with this assessment repeated at the end of the programme in order to determine progress made. Success@Arithmetic helps children to build their confidence and understanding of number, thus improving their knowledge and enabling them to transfer these skills into the classroom. Children are then able to successfully access all areas of the maths curriculum in class. Methods and skills learnt through this intervention will allow children to then progress at the same rate as their classroom peers.

### **Project X Code**

Project X Code is a reading and comprehension intervention that targets children with a lower reading age than their actual age. It focuses on exciting age-related texts that strongly incorporate a wide variety of comprehension skills. The intervention allows the children to take on the persona of one of the characters from within the book, which in turn gives them confidence and a higher self-esteem in reading, as well as improving their understanding of the text, which in turn helps them with their comprehension. The goal is for these skills to then be transferred into class when taking part in guided reading and English lessons. This intervention also has an element of phonics, encouraging children to sound out words using their existing phonic knowledge and recapping on sounds/words that they may not be as familiar with. The programme is assessed through sentence reading and comprehension questions at the beginning, then repeated again at the end of the programme to show how much progress has been made.

### **Toe by Toe**

Toe by Toe is a phonics and reading intervention targeted at children with a high possibility of dyslexia. Children are assessed for the programme through a computer based test called 'Lucid Rapid', which through three different age-related tasks, generates a probability of dyslexia. The Toe by Toe book focusses primarily on letter recognition, moving onto decodable words using a variety of phonic sounds to finish with a build-up of sentences at the end of each chapter. Toe by Toe is a daily intervention with the expectation of the child to complete the designated page confidently three times on different days to show that they are confident with what they have learnt. The impact of Toe by Toe is to give the children confidence with their reading and writing in class. Each child uses a coloured acetate when reading as this helps them access the words. This acetate can then be used in class to help them with their reading and writing.