

INTERVENTIONS

The following slides give an overview of the range and purpose of the interventions planned and run at Burwell Village College Primary.



Interventions are overseen by the senior leadership team and our TAs and HLTAs are trained to lead each intervention.

Some interventions may run across the school and others may focus on a particular year group or phase.

ATTENTION BUCKET

helps children to learn to focus their attention and concentrate



Led by Mrs. Davison and Miss Beckett

ARITHMETIC INTERVENTION



This intervention currently supports year 4, 5 and 6 pupils who are benefitting from recapping and gap filling on previous learning.

72 + 34 =
89 - 57 =
6 × 5 =
448 ÷ 8 =
8² =
4³ =
T or F: 5/6 < 7/8?
57 × 23 =
3/4 - 1/2 =
5/8 of 64 =

+	-	×	÷
Addition	Subtraction	Multiplication	Division

Led by Mrs. Davison, Mrs. Harding, Mrs. O'Donnell and Mrs. Dean




LEGO THERAPY

is a social skills intervention where children take roles in rotation. In doing this they use and develop important social skills.



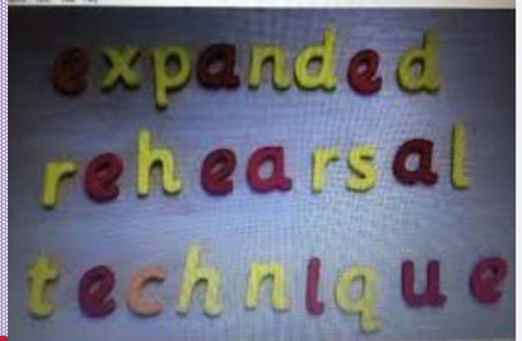
Led by
Mrs. Davison

Each participant is assigned a role & they're rotated through the group

 ENGINEER	 SUPPLIER	 BUILDER
Gives out instructions	Co-ordinates the lego pieces	Follows instructions to put the pieces together
Over-see's the Project	Supplies the lego to the builder	Builds the model

 Collaborative Play	 Following Rules
 Cooperation	 Problem Solving
 Turn-taking	 Conversation Skills

EXPANDED REHEARSAL TECHNIQUE (ERT)



Led by
Mrs. Harding

- **ERT improves children’s phonics skills and word reading fluency. It starts with the building blocks of word reading – phonics and progresses to whole words.**
- **It is an individualised programme that takes place twice a day. Each session lasts approximately 5 minutes.**



SENSORY CIRCUITS

helps children to learn to focus their attention in readiness for the day ahead.



Led by Mrs. Davison, Miss Waldoch, Miss Beckett and Mrs. Dean

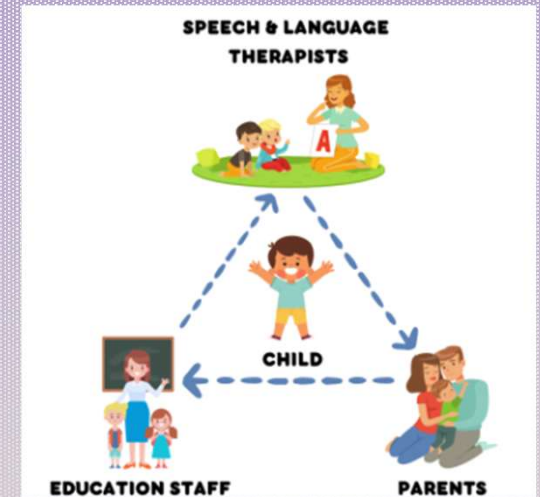


SPEECH AND LANGUAGE THERAPY (SALT)



Led by
Mrs. O'Reilly

- Mrs. O'Reilly works closely with our link speech and language therapist, currently Cara Tompkins.
- Sessions focus on the child's individual needs and are carried out at planned times. In addition to this, teachers are aware of the need and where possible model speech the child is working on.



SOCIALLY SPEAKING

is a structured programme designed to improve children's social communication, self-esteem, and language skills, enabling them to form relationships and develop independence.



Led by
Mrs. Hedley - Catley



Mrs. Hedley- Catley helps the children to learn to use practical interaction skills like listening, turn-taking, and cooperation.

PHONICS INTERVENTIONS



As you can see all TAs and HLTAs are trained and involved in phonics interventions. Sessions are usually in small groups but can be individual depending on the need. They focus on the following:



Phonemic Awareness: Activities to hear and manipulate sounds in words (e.g. rhymes, isolating sounds).

•**Sound-Symbol Correspondence:** Connecting letters (graphemes) to sounds (phonemes).

•**Blending:** Putting sounds together to read words (e.g., /c/-/a/-/t/ to "cat").

•**Segmenting:** Breaking words into individual sounds for spelling.

•**Irregular Words:** These include some words that we can sound out and some that we can't.



1:1 OR SMALL GROUP READING

Reading fluently is a key skill we support each child with. Each term we highlight specific children or groups of children who are involved in additional reading sessions. These take place throughout the day and during lunchtime. We value and ask for your support in reading daily with your child at home.



EMOTIONAL LITERACY

Mrs. Hedley-Catley has been trained as an emotional literacy support assistant (ELSA)



Led by
Mrs. Hedley - Catley

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

She carries out individual and group sessions on areas such as building self esteem, dealing with anger, individual zones of regulation toolkits, building positive friendships etc.

SPELLING INTERVENTION



- Spelling sessions focus on learning and applying particular spelling patterns and learning high frequency words. Children are identified for these sessions when they have gaps in their spelling knowledge.

Use -cious if the root word

ends in -ce:

conscious (science)

precious (price)

vicious (vice)

gracious (grace)

ferocious (fierce)

malicious (malice)

accommodate

accompany

according

achieve

aggressive

amateur

Currently led by Mrs. Davison, Miss Waldoch, Mrs. Dean, Mrs Hawkins and Mrs O'Donnell

TIMES TABLES INTERVENTION



Led by Mrs. Hawkins and Mrs. Dean

This intervention currently supports pupils who need extra practice with learning their times tables.

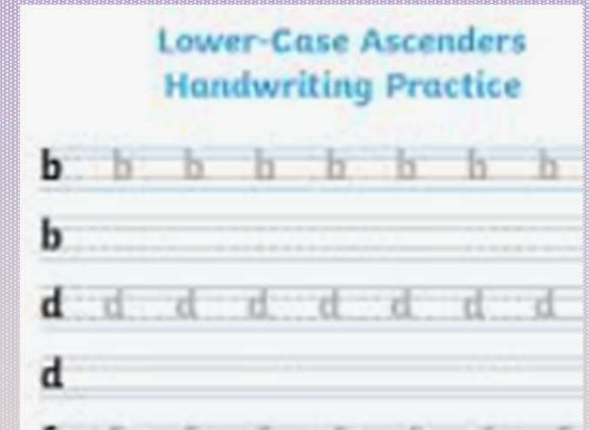
Multiplication Table

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

HANDWRITING INTERVENTION



This intervention supports pupils in correctly forming identified letters and developing fluency when writing.



Led by Mrs. Harding and Mrs. Dean

IDENTIPLAY

is a structured, parallel-play intervention designed to teach play skills



Led by Miss Beckett

