



## Meopham Community Academy Interventions 2017-2018

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### Lego Group



A collaborative play therapy in which children work together to build Lego models.

Children work in pairs or teams of three with the children adopting different roles in order to complete the task given.

#### **Key Skills:**

Turn taking, sharing, joint attention, shared goals, social communication, mutual purpose, eye contact, problem solving, conflict resolution and language development.

### Toe by Toe

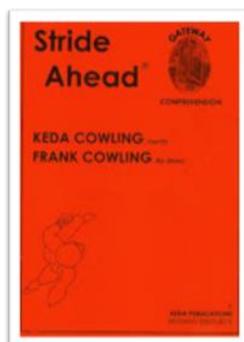


Children work one to one with a teaching assistant. They learn to read by breaking down nonsense words (followed by real words) into phonemes (the sounds letters/groups of letters can make). They will also divide these into syllables before moving on to reading.



The structured approach of small steps and repetition helps to build accuracy and speed with reading. It has been shown that if the reader can use less effort on the actual reading of text they can concentrate more on the understanding

### Stride Ahead



This is a follow up programme to Toe by Toe for older readers. It can be used with any child with a reading age of 8.5 years even if they haven't completed the Toe by Toe scheme first. The programme works on the same principles as Toe by Toe but with more emphasis on fluency, speed of reading and automaticity of phoneme recognition.

### Totem / Talisman



#### **a) Totem Series**

Totem builds up children's reading skills from consonant/vowel/consonant (CVC) level through to vowel digraphs. This highly-structured, cumulative series includes 12 reading books which cover the essential phonics foundations that a 'catch-up' reader will need. It precedes and builds up towards the Talisman Series.



## **b) Talisman Series**

Talisman is designed to appeal to older, reluctant readers with the use of exciting and motivating stories and illustrations.

The Talisman series is ideal for older readers who have gaps in their phonic knowledge (interest age range 8-14). It introduces even more alternative spellings for the vowel sounds such as 'ae', 'ee', 'oe', 'er', 'ow/oi', 'oo', 'ie', 'or', 'air' and 'ar'. The children are also provided with work that focuses on a variety of literacy skills e.g. phonics, spelling rules, writing and comprehension.

## **Project X Comprehension Express**



This is a reading intervention which enables the child to use key strategies to help them develop a deeper understanding of the text.

Children learn to re-read the text; visualise key events or settings; check understanding of vocabulary; link to prior learning and use inference.

## **GAP**

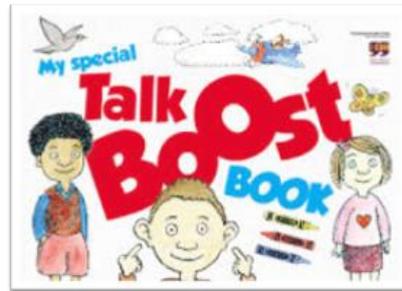
This programme addresses difficulties some children may have with auditory or visual memory.

## **Mentor Support**

Some children may be given small group or 1-to-1 support to improve emotional regulation, personal organisation, resilience or self-esteem.



## Talk Boost



This programme breaks language and communication down into separate components:

- ✓ Attention & listening
- ✓ Vocabulary
- ✓ Building Sentences
- ✓ Telling Stories
- ✓ Conversations

The programme supports children with building their confidence and gives them the opportunity to develop their discussion skills whilst also extending their vocabulary. These oral skills feed into their written work.

## SNIP Literacy Programme



This literacy interventions programme has been produced by two experienced dyslexia tutors. It uses the primary high frequency words to support the recognition and spelling of words that pupils will need in order to read and write fluently. It includes exercises that help children develop reading skills such as tracking and fluency.



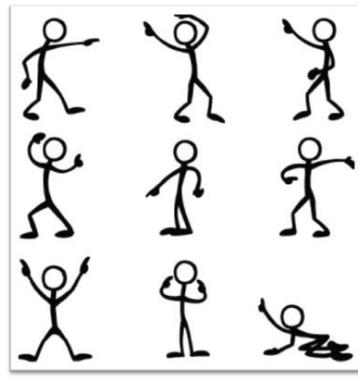
## Write From the Start



This is a handwriting programme that guides children through the various stages of perceptual and fine-motor development. Children work through carefully graded exercises and activities that cover:

- ✓ Hand-eye co-ordination
- ✓ Form constancy
- ✓ Spatial organisation
- ✓ Figure-ground discrimination
- ✓ Orientation and laterality

## BEAM



BEAM stands for **B**alance **E**ducation and **M**ovement and is available to all mainstream schools

It is:

- A flexible and easy to implement structured PE programme for Reception to Year 1 pupils
- A user friendly, time effective and repeatable routine
- A fun and exciting experience for all
- Promoting health and well-being in-line with the Healthy Schools agenda



This programme have been developed by physiotherapists and occupational therapists. The programme is graded and measurable in three stages and work on three specific areas:

- ✓ Balance
- ✓ Ball skills
- ✓ Body awareness.

### **Literacy Detectives**

Literacy Detectives is a reading for inference group. It is a 10 week intervention broken down into 6 sections based on a different text each week. The children learn how to look for clues in the text which will inform their ability to be able to retell the text with visuals.

It is very much a group activity where the children try to answer each other's questions and query what the text might be about. It brings in past experiences as well as looking at key phrases and words and elaborating on what these might tell us about what they have read. At the end they retell the story in visuals and each child takes it in turns to explain their visuals thereby enabling the adult to gauge if they really understood what the text was about.

### **Clever Fingers**



Clever Fingers was developed by a Paediatric Occupational Therapist to support pupils who may have difficulties with their core stability, gross motor coordination and sequencing skills. Children are given a fun-packed selection of activities designed to help them develop their fine motor skills.

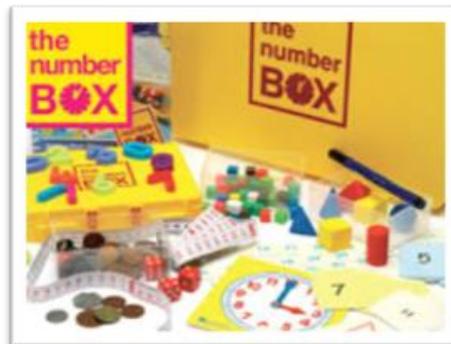


### Five Minute Box



This is an early intervention using a multi-sensory approach that targets children who need extra time to learn or to consolidate basic reading and spelling skills.

### The Number Box



This is an early intervention using a multi-sensory approach that targets children who need extra time to learn or to consolidate basic number skills.

### Teaching Reading Using Games (TRUGS)



A set of reading games designed to give children practice, reinforcement and consolidation of phonic knowledge no matter what their level of reading.



**Structured Activities for Language and Literacy in the Early Years (SALLEY)**



A structured programme of activities focusing on the key skills of listening, maintaining attention, developing memory and phonological awareness.