

Interventions and strategies – N.C.

Processing

- Allow thinking time
- Alternate outputs: verbal/typed responses; multiple choice; true/false
- Teacher check for understanding - repeat/chunk instructions where appropriate/pupil repeats back instructions/break longer tasks down into shorter chunks.

Phonological Awareness

- ICT – Spelling Frame
- Word/Strategy/Example e.g. Use mnemonics, compound words, syllabification etc.
- Say/make/break/blend/read/write
- Have visual nearby for the different graphemes for vowels or consonant digraphs
- Highlight phonemes within words
- Monster phonics

Spelling skills

- Active spelling tasks
- ICT – Spelling Frame, Doorway Online
- Fry's Word Lists
- Personal dictionary/vocabulary jotter
- Spelling rules
- HFW & CEW linked to Monster Phonics.
- Working with Support Assistant/Mrs Ingram twice a week within a group on HFW and spelling rules.

Reading Fluency

- Opportunities to read aloud a prepared text- recording self, reading and listening back to self-evaluate.
- Modelling reading aloud
- Shared reading
- Reading Buddy
- Sight vocabulary – common words regular practice for quick recall – Fry's word lists
- Re-reading familiar piece of text – timing once confident, adding expression.

Comprehension

- Pre-reading/Reading walk-through/Paired Reading/Shared reading activities/self and peer assessment/Teacher read (daily)/Wait time
- Range of fiction and nonfiction – choice of high interest, age-appropriate texts (Barrington Stoke)
- Use highlighters in comprehension texts to avoid having to look for information again.
- Reading comprehension questions/task prior to reading-verbal, multiple choice or true/false

Writing

- Mind Maps to organise and record ideas
- Doorway Online/BBC Dance Mat – keyboard skills (writing speed)
- Prompts for punctuation
- Spelling mats
- Word banks available