



	<u>Why are we doing it?</u> <i>Area of need</i>	<u>What will the children be able to do at the end of it?</u> <i>Intended impact of the intervention.</i>	<u>Who will be doing it?</u> <i>Children receiving the intervention</i>	<u>When will it happen?</u> <i>When each intervention will take place and for how long.</i>
YR	Phase 2 phonics (CL)	To orally blend CVC words To recognise phase 2 sounds (satpin +) To use phase 2 sounds to sounds and blend CVC words To read on sight phase 2 tricky words	BC X4 children	Tuesday pm 2:15 Thursday am – 10:45 10-15 mins each
	Phase 2 phonics (CL)	To recognise all phase 2 sounds and phase 3 digraphs. To use all phase 2 sounds, to sounds and blend CVC and CCVC words. To segment sounds to write CVC words. To read on sight all phase 2 tricky words.	CS X5 children	Wednesday pm 2:15 Thursday pm – 2:15 10-15 mins each
	Mathematics (CL)	To consistently recite number names to 15 To accurately use 1-1 correspondence when counting To consistently recognise numbers to 10	CS/CE/GL X7 children	Wed, Thurs, Friday – 9:00 – 9:10am Wed, Thurs, Friday – 8:40 - 9am
	Name writing (CL)	To be able to write their name unaided. To be able to form recognisable letters in their name.	CS/CE X6 children	Monday / Tuesday – 9:00 – 9:10 Monday/ Tuesday 8:40 – 9
	Speech and language (SLCN)	To be able to pronounce words clearer. To identify syllables in words. To clearly say the initial sound in a word (child specific - sounds identified from the initial speech sound assessment).	LM X4 children	Monday and Tuesday 9:30 – 9:45



Y1	Poor recognition and application of phase 3 sounds and tricky words in reading and writing.	To recognise and name phase 3 sounds on their own To read and write CVC words in phonics that contain phase 3 sounds To write words containing phase 3 digraphs	RM X5 children	2 x a week 15- 20 minutes
	Poor recognition and application of 5 sounds in reading and writing.	To recognise and name phase 5 sounds on their own. To apply their ph5 sounds in their writing.	RM X7 children	2x a week 15-20 minutes
	Poor number recognition	To recognise 0-20 confidently	CG X3 children	2 x a week During 'COOL time' Approx 5-10 minutes
	Struggle to speak clearly – poor speech sounds.	To develop speech sounds she finds more difficult (particularly consonant clusters – awaiting SALT referral/support) To be aware of how the mouth moves when making sounds and copy this when modelled by an adult	CG X1 child	1 x a week 10 minutes During 'COOL time'
	Struggle to speak in proper sentences and poor understanding.	To be able to answer blanks level 3 questions. To begin to answer prediction questions. To develop listening skills through games (such as stop/go games)	RM X1 child	1 x a week During 'COOL time'
	Reduced vocabulary and understanding	To understand simple instructions. More developed basic vocabulary.	RM X4 children	2 x a week 15-20 minutes
	Poor recognition and application of phase 3 sounds and tricky words in reading and writing.	To recognise and name phase 3 sounds on their own To read and write CVC words in phonics that contain phase 3 sounds	NP X5 children	1 x a week 15 minutes
	Struggle to speak in proper sentences and poor understanding.	To use a whole sentence when giving an answer in class half of the time.	NP X3 children	1 x a week Monday AM Approx 20-30 mins
	Poor number recognition	To recognise 0-20 confidently	MG X 3 children	2 x a week During 'COOL time' Approx 10-15 mins



	Unable to blend a CVC word to read/segment to write. Poor recognition of phase 3 sounds and tricky words.	To recognise and name phase 3 sounds on their own To read and write CVC words in phonics	NP X3 children	3 x a week 15 minutes
	Struggle to speak clearly – poor speech sounds.	To develop speech sounds she finds more difficult (particularly consonant clusters – awaiting SALT referral/support) To be aware of how the mouth moves when making sounds and copy this when modelled by an adult	MG X1 child	1 x a week 10 minutes
Y2	Poor recognition and application of phase 3 and 5 sounds in reading and writing.	To recognise and name phase 3 and 5 sounds on their own To read and write CVC words in phonics To apply phase 3 and 5 phonics to in class reading and writing 50% of the time.	EG X7 children	Differentiated phonics session 4 x a week
	Poor fine motor control and hand muscle strength	To be able to manipulate objects including a pencil with confidence.	Independently with resources X2 children	Daily
	Difficulties reading and writing Low score on lucid rapid.	Auditory and visual memory games Feel confident in guided reading and writing lessons	EG Children TBC once assessments carried out.	2x week 15 mins
	Poor recognition and application of phase 3 and 5 sounds in reading and writing.	To recognise and name phase 3 and 5 sounds on their own To read and write CVC words in phonics To apply phase 3 and 5 phonics to in class reading and writing 50% of the time.	DC X8 children	Differentiated phonics session
	Application of phonics, sight reading and comprehension	To use phonics readily to decode unknown words To read common exception words on sight To read simple sentences with increasing accuracy To answer question based on a text	DC/KJ/MF/EG X11 children	Daily weekly
All yr groups	Poor social emotional and mental health.	Improved wellbeing from starting point.	KJ X 9 children	1:1 1 x week 30 mins

Barriers to learning:



<p>Cognition and learning needs</p> <ul style="list-style-type: none"> • Specific learning difficulties (SpLD) • Moderate learning difficulties (MLD) & mild (MILD) • Severe learning difficulties (SLD), • Profound and multiple learning difficulties (PMLD). 	<p>Social, emotional and mental health difficulties</p> <ul style="list-style-type: none"> • Behavioural, emotional and social difficulties (BESD). 	<p>Sensory and/or physical needs</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI), • Physical disability (PD) 	<p>Communication and interaction needs</p> <ul style="list-style-type: none"> • Speech, language and communication needs (SLCN) Autistic spectrum disorders (ASD)
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