



WILDFULNESS

An intervention group bringing wildlife and mindfulness together delivered by a trained Emotional Literacy Support Assistant (ELSA)

Purpose:

Pupils will aim to:

- Learn strategies to support their **emotional regulation**
- Develop **empathy** by caring for living plants
- Grow in **self-confidence**
- Build on **cooperation** skills by working with others as a team

Looks like:

- Using our senses to explore nature
- Sowing, growing and nurturing seeds and plants
- Supporting wildlife in our outdoor environment - e.g. making bird feeders, bug homes

Support further at home:

- Encourage your child to **connect** with outdoor spaces - what do you **notice**? What can you hear? How does it make you feel?
- **Ask** your child what they have done in the session each week.
- When they bring a living plant home, help your child to look after it.



GETTING READY FOR HIGH SCHOOL

An intervention group supporting Year 6 girls in preparing for the transition to a new school. Delivered by a trained Emotional Literacy Support Assistant (ELSA).

Purpose:

Pupils will aim to:

- Develop a **toolkit** of strategies to help in different situations they may encounter
- Navigate any worries they may have by being as **prepared** and **informed** as possible
- Grow in **self-confidence**

Looks like:

- Talking through different scenarios - *What if....? Then I could*
- Researching similarities and differences between primary and secondary schools - knowing what to expect
- Sharing and supporting with any worries the group may have.

Support further at home:

- Encourage your child to **talk** and **share** how they are feeling
- **Validate** your child's feelings - *"It's okay to feel both excited and nervous."*
- **Ask** your child what they have done in the session each week and what **strategies** they are going to take with them to their new school



LEGO THERAPY

An intervention group supporting social skills and communication through the use of lego.

Purpose:

Pupils will aim to:

- Improve **social skills** and **communication** through teamwork
- Develop **resilience** and **problem-solving skills**
- Develop **fine motor skills**
- Improve ability to **listen** and **follow instructions**

Looks like:

- Each pupil in the group takes on a particular role e.g. builder.
- The group works together as a team to construct a piece of work using lego.

Support further at home:

Board games are a great way to **model social skills** e.g. turn-taking

Time spent on activities that can be worked on together to achieve a **shared goal** e.g. building a structure, creating an art project, baking. This can also help build positive relationships between children and parents as well as children and their siblings



SENSORY CIRCUITS

An intervention group supporting pupils in a structured and purposeful way by providing a series of sensory-based activities arranged in a circuit format, where pupils move through different stations that target different sensory systems.

Purpose:

Pupils will aim to:

- Improve their **focus** and **attention** during classroom activities
- Explore and regulate their **sensory needs**
- Develop their **social skills** by working **cooperatively** with others
- Learn and practice **self-regulation** skills and strategies

Looks like:

A circuit of activities providing sensory stimulation linked to three main areas:

Alerting - movement and balance
e.g. trampolining, bouncing on a yoga ball, throwing and catching

Organising - involving multi-sensory processing and balance e.g. log rolls, throwing to a target, weaving in and out of cones

Calming - pupils end with a relaxing activity that promotes focus

Support further at home:

- Encourage your child to **share** and **show** their favourite circuit activities - could these be replicated at home?
- Encourage **sensory regulation** e.g. deep breathing exercises
- For further information on sensory approaches see [Making Sense of Sensory Behaviours](#) and [Suggested Activities](#).



SOCIAL STORIES GROUP

A Social Story is a story that shares social information in an accessible way, respectful of their different perspective and interpretation of the social world.

Purpose:

Pupils will aim to:

- Develop their understanding of **social situations**
- Better **predict** scenarios and reduce their **anxiety** surrounding them

Looks like:

- The group explore different social stories for anything and everything in life - dependant on what the needs of the group are
- A social story would be read to the group which would then lead to lots of discussion around the situation

Support further at home:

- If your child brings a social story home, **read** it with them **regularly**.
- **Share** with school if you have concerns about an upcoming event or something your child is finding particularly challenging, so the team can help create a social story to support.

WHAT ARE SOCIAL STORIES FOR?

Social stories can be used to:

- develop self-care skills (for example, how to clean teeth, wash hands or get dressed), social skills (for example, sharing, asking for help, saying thank you, interrupting)
- help someone to understand how others might behave or respond in a particular situation
- help others understand the perspective of other people and why they may respond or behave in a particular way
- help a person to cope with changes to routine and unexpected or distressing events (for example, absence of teacher, moving house, thunderstorms)
- provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem as a behavioural strategy (for example, what to do when angry, how to cope with obsessions).



MOTOR SKILLS GROUP

An intervention group supporting the development of fine motor skills. Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers.

Purpose:

Pupils will aim to:

Develop their **fine motor skills** .
This may be one or more of the following skills:

- Ball skills - throwing and catching
- Using a pair of scissors
- Pencil control and handwriting

Looks like:

Multi-sensory activities to support fine motor skill development (strengthening and precision), such as:

- Sorting small objects
- Theraputty activities
- Drawing patterns
- Cutting shapes and lines
- Jigsaw puzzles
- Threading and lacing

Support further at home:

- Encourage independence when completing everyday self-help skills that involve motor skills e.g. putting on a seatbelt, tying shoelaces, packing a bag, zipping up a coat



SPEED UP!

An intervention group delivering a multi-sensory programme to develop fluent handwriting that has been developed by a paediatric occupational therapist.

Purpose:

Pupils will aim to:

- improve **writing speed, fluidity, legibility and writing size**

Looks like:

The programme combines pencil and paper tasks, as well as other multisensory activities in order to improve the skills needed for handwriting.

Activities can include: continuing patterns, calligrams, speed writes, sky writing

Support further at home:

Encourage your child to **share** and **show** their favourite activities from the group - could these be replicated at home.

Handwriting games to improve speed e.g.

-Paint a piece of paper as quickly as possible, completely covering the page

-Write a sentence you dictate with their eyes closed

-Quick lists - give an everyday object and ask your child to write down some alternative uses for the object, animals you'd find at the zoo, ice-cream flavours



PRE-TEACH MATHS

An intervention group to boost a pupil's confidence ahead of maths lessons.

Purpose:

The purpose of pre-teaching in math is to:

- Introduce pupils to **key concepts, vocabulary, and skills** before they are formally taught in class.

Looks like:

- Quick review of prior learning
- Guided practice of key concept
- Common misconceptions addressed

Support further at home:

Ask About the Pre-Teach Session : Start by asking your child what they learned in the pre-teach session. Encourage them to explain the concepts in their own words, which reinforces understanding.

Apply Math to Real Life : Help your child see the relevance of math by involving them in everyday activities. For example:

- **Cooking** : Ask them to measure ingredients, and talk about fractions or ratios.
- **Shopping** : Let them calculate totals, estimate discounts, or compare prices.



TARGETED MATHS SUPPORT

An intervention group to plug a pupil's identified gaps in maths.

Purpose:

The purpose of targeted maths support is to:

- provide **additional, focused support** to pupils who struggle with a specific math skill or concepts
- **close learning gaps** ,
- **build foundational maths skills**

Looks like:

- Quick review of prior learning
- Guided practice of key concept
- Common misconceptions addressed

Support further at home:

- Provide **fluency practice** at home with the identified gaps.
- **Encourage a Growth Mindset** : Remind your child that the goal is to get better over time, not to be perfect right away. Emphasize the importance of effort and improvement rather than the outcome.



PRECISION TEACHING

An intervention (small group or 1:1) focused on improving a pupil's fluency and mastery in specific skills through highly structured practices.

Purpose:

The purpose of precision teaching is to:

- Improve a pupil's **fluency** in a specific skill

Looks like:

Define the Target Skill : The teacher identifies the specific skill the pupil needs to improve. E.g. reading words per minute, solving math facts, spelling words.

Set a Goal for Fluency : The teacher sets a clear, measurable goal. E.g. a pupil might aim to correctly solve 30 multiplication problems in 60 seconds.

Daily or Frequent Practice : The pupil practices the skill daily or several times a week. During practice sessions, the pupil is timed to see how many correct responses they can make within a specific period.

Data Collection and Charting : After each practice session, the results are charted. This visual representation allows the teacher and student to track progress and determine whether the pupil is improving at the desired rate.

Review and Adjust : Based on the data, the teacher adjusts instruction if necessary.

Support further at home:

- Provide **fluency practice** at home with the targets that have been set.
- **Encourage a Growth Mindset** : Remind your child that the goal is to get better over time, not to be perfect right away. Emphasize the importance of effort and improvement rather than the outcome.



PHONICS BLENDING PRACTICE



An intervention group supporting pupils with additional practice to blend more confidently, supporting their in-class phonics teaching.

Purpose:

Pupils will aim to:

- Develop their skills and practise how to segment and blend words at the appropriate phonic level
- Increase confidence in blending words at their current phonic level
- Develop skills they can use to access whole class teaching

Looks like:

A small group with a phonics trained member of staff working on blending words at their level

Listen - listen to an adult model blending

Practice - the opportunity to have a go in small group

Confidence - gain confidence to use their blending in whole class lessons

Support further at home:

- Read the reading books sent home regularly and give your child time to say each sound and blend
- Access the Little Wandle website parent section with helpful videos and sound pronunciation
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



PHONICS KEEP UP



A daily intervention group, supporting pupils with additional practice in phonics, bridging gaps in their knowledge and confidence in reading

Purpose:

Pupils will aim to:

- Bridge gaps in GPC (grapheme-phoneme correspondence) knowledge
- Increase confidence in blending words at their current phonic level
- Become more familiar with recognising 'tricky' words
- Build confidence in reading

Looks like:

A daily small group with a phonics trained member of staff working on recognising sounds and blending words

Listen - listen to an adult model blending

Practice - the opportunity to have a go in small group

Support - In a small group personalised support can be quickly and easily given

Confidence - gain confidence to recognise sounds and use their blending in their reading

Support further at home:

- Read the reading books sent home regularly and give your child time to say each sound and blend
- Access the Little Wandle website parent section with helpful videos and sound pronunciation
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



PHONICS 1:1 KEEP UP



An intervention to support individual pupils with additional practice, to ensure they are able to access the whole class teaching and fill any personalised knowledge gaps.

Purpose:

Pupils will aim to:

- Fill any gaps in GPC (grapheme-phoneme correspondence) knowledge
- Practise blending specific types of words
- Stay at the level of the whole class teaching
- Build confidence in whole class lessons

Looks like:

A 1:1 short burst session with a phonics trained member of staff working on filling any gaps and blending words at the pupil's level

Listen - listen to an adult model sounds and blending

Practice - the opportunity to have a go in 1:1 with a range of words personalised to the areas they need to practise

Confidence - gain confidence to use their sounds and blending in whole class lessons

Support further at home:

- **Read** the reading books sent home regularly and give your child time to say each sound and blend
- Access the Little Wandle website parent section with helpful videos and sound pronunciation
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



NESSY READING AND SPELLING



An intervention devised by The Bristol Dyslexia Centre to support individual pupils (ages 6-11) develop literacy skills.

Purpose:

Pupils will aim to:

- Develop literacy skills - including spelling, vocabulary and comprehension.

Looks like:

- Online - including tuition videos, games and interactive activities
- Each student learns independently and at their own pace, gradually building confidence.
- The program starts with an assessment that identifies exactly where the student needs help, then guides them through an individualised learning plan.
- A minimum of 40 minutes per week

Support further at home:

- Pupils can access their Nessy accounts at home too



FOREST SCHOOL



An intervention that offers learners the opportunity to develop confidence, self-esteem and emotional intelligence through hands on experiences in a natural environment.

Purpose:

Pupils will aim to:

- take control of their own learning, discovering their preferred learning styles and finding their place in society.

Looks like:

- Delivered by staff from Broadleaf CIC
- Explore the natural environment
- Learn and develop new skills
- Build confidence and resilience through new challenges
- Focus on communication and social/emotional skills
- Learn from and support others

Support further at home:

- Pupils can apply the skills they have learnt (especially the practical ones) and apply them
- Encourage the pupils to talk about what they have done during a Forest School session



GOLDEN BEAR'S BREAKFAST



Golden Bear's Breakfast is a small social group, held three mornings a week, to help children develop their communication and social skills in a comfortable environment.

Purpose:

Pupils will aim to:

- Develop their understanding of **social situations**
- Learn to take turns and share with their peers
- Gain an awareness of other children's needs, wishes and feelings
- Build their confidence when talking with peers

Looks like:

- Greeting peers in a smaller group in a quiet space
- Taking turns and sharing responsibility for handing out snack/drink within small peer group
- Conversations about how their morning has been and the day ahead at school

Support further at home:

- Talk to your child about their day at school
- Share meals around the table as a family at home, encouraging conversation
- Encourage your child to talk about their peers
- Play turn-taking games at home to develop their basic social skills further