



Yew Tree Primary School

CURRICULUM INTERVENTION MAPPING 26/27

Issues/Need	Intervention	Intention	Impact
- number recognition - basic number concepts	5-minute maths	Develop an understanding in number concepts. allow children to access the daily maths lesson in class with continued support of practical resources. The Progression of skills detailed on The Record of Achievement booklets allows children to work in very small steps through a complete programme. It also includes small steps for teaching and consolidating concepts of time, measurement, money and shape. Targets for IEPs are on every recording booklet.	-The main benefits of the Number Box are: Good self-esteem is maintained as children are supported from very early stages . -Children have an opportunity each session to share knowledge and progress. -Children manage the resources, encouraging them to become independent.
- pupils struggling with common exception words. - Pupils with spelling difficulties.	Precision Teach: Phonics and common exception words Toe by Toe	Repetition of words/numbers. Developing fluency of spelling due to revisits of familiar words.	-Increase in phonic/letter recognition. -Spelling and reading improvement of spelling words or common exception words.
- pupils with difficulties in questioning.	Guided reading Literacy Box	Enables teachers to observe students' reading behaviour and provide support while they practice reading strategies. During small group reading, students' reading abilities are matched to appropriate reading materials.	- Development of questioning skills.
-pupils with poor retention. -pupils who find it difficult to follow a range of instructions.	Memory Games	Memory games very often form as part of speech and language targets. Introduce pupils to new words/can be directed towards topic words. To improve short term working memory.	-Improve concentration. train visual memory. -Increase short term memory. -Increase attention to detail. -Improve the ability to find similarities and differences in objects. -Help to classify objects that are grouped by similar traits. -Improve vocabulary.

-pupils who cannot orally compose and hold a sentence. -Pupils with difficulties in common exception and spelling words.	Sandwell Writing Intervention	Develops basic writing skills Fosters a positive attitude towards writing Closes identified gaps in writing Improves confidence and self-esteem	-Confidence in simple writing sentence development. -Increase in spelling accuracy of common exception words and national curriculum spelling words.
- identified children with speech and language needs.	Speech and language / ALD support	Targets set by Speech and Language department Review is usually on a termly basis Resources provided by Speech & Language department	- Development of language skills. - Development of specific speech skills.
- pupils who do not recognise letters and sounds.	Alphabet Arc	A multi-sensory intervention which uses wooden letters of the alphabet To secure or help children to remember letter sounds and names it helps with spelling and syllabification, sequencing and lends itself to practice letter formation.	- Recognition of letters of the alphabet. - Improved letter formation.
- pupils who did not pass phonic assessments. - Identified pupils with gaps in phonic knowledge.	Top-up Phonics	KS2 pupils offered phonic programme as a 'catch-up' Pupils join appropriate KS1 phonic group Assessment used to identify needs and progress	-Pupils progress through phonic planning letters and sounds. -Identification of missing gaps in knowledge.
- pupils showing and expressing social, emotional and behaviour needs.	SULP/Pastoral	Focus is on pupils who have behaviour issues or self-esteem issues Termly evaluation-pupil behaviour, confidence & well-being A programme used to develop social language skills. Delivered in small groups. Usually once a week.	-Decrease in behaviour and emotional outbursts. -Pupils develop an understanding of self-identify and ways to manage their own behaviour and development.
-pupils struggling with social communication skills.	Lego Therapy	Develop social and communication skills such as turn-taking, sharing, and problem-solving Delivered in a small group with each pupil taking on an individual role (group leader, engineer, supplier and builder.	-Improvement in following instructions - -Pupils develop an understanding of collaborative work and turn taking.
- pupils struggling with segmentation and blending.	Daily Reading	Staff read with children with a focus on fluency and accuracy when reading in a small group. Comprehension is a focus.	- Improvement in reading scores. - Development of a range of questioning.
- identified pupils with speech and language difficulties.	Welcomm	A speech and language toolkit which uses a traffic light approach. Helps to identify and target early speech and language difficulties.	- Support in EYS and for high needs pupils to develop speech and understanding.

- pupils who get easily distracted and are unable to follow grouped instructions and transition from one task to another.	TEACCH	Use of a workstation, visual timetable etc. to develop independence, organisation, order, concept of finished and skills Focuses on strengths and supports weaknesses to enable maximum access and reduce stress	- Improved task completion - Increased understanding of activities through visual schedules and work systems - -Reduced challenging behaviours,
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